

# LATIN FOR TODAY

## FIRST-YEAR COURSE

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*REVISED EDITION*

GINN AND COMPANY

BOSTON • NEW YORK • CHICAGO • LONDON  
ATLANTA • DALLAS • COLUMBUS • SAN FRANCISCO



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444.11

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11.44

**The Athenæum Press**

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## PREFACE

This book is based on the recommendations of the "Report of the Classical Investigation." Its main aim is to develop skill in reading Latin for the sake of what the Latin says about the ancient Romans. It also emphasizes the value of Latin for English. In the belief that the best way to learn to read Latin is by much reading, the book presents a large number of selections for reading. Some of this material has been drawn, with the kind permission of Longmans Green & Co., Ltd., from F. Ritchie's *Fabulae Faciles*. Not all the selections need be translated formally in class. Some may be merely read at sight.

All new words, syntax, and inflections are first met by pupils in the connected Latin of the lesson that they are reading. Thus pupils are made to see at all times how necessary a knowledge of these essentials is to an understanding of the language.

The functional treatment of syntax and inflections carries with it no neglect of Latin grammar. Grammar is taught in this book in special sections; but it is taught as a means to an end, and never as an end in itself. As much grammar has been included as is needed to read the selections. Certain forms and principles of syntax have been postponed until the second year. This has made it possible to give classes greater experience and drill in the use of the forms and syntax that have been included. Grammatical principles are presented in association with the corresponding principles in English.

About five hundred and fifty words are set for mastery during the year. They have been chosen for their importance in English; for their importance in Latin as indicated by the frequency of their occurrence in Latin literature generally and not in Caesar only; and for their inclusion in various lists and state syllabuses.

The value of Latin for English is stressed throughout the book: (1) English derivatives are treated systematically, with emphasis upon the natural English setting in which these words occur; (2) interesting stories of words form a continuous feature; (3) grammatical principles studied in Latin are applied to the correction of errors in English speech; (4) training in translation as an exercise in the improvement of English is made possible through the use of connected Latin; (5) simple spelling relations are developed with practice material. Throughout, attention is given to the development of an understanding of simple language relations.

Unusual provision is made for developing a historical and cultural background through the Introduction and through the content of the Latin readings, which deal entirely with Roman life, traditions, and heroic legends, and with classical mythology. The English introductions to the stories, the notes on Roman life and customs, and the references for outside reading contribute to the attainment of the same objective, as do most notably the illustrations prepared for this book by Messrs. Rodney Thomson and Sears Gallagher.

Abundant material, including detached sentences, oral exercises, and composition, is provided for drill. Teachers are expected to use as much of this material as their classes appear to need and to omit the rest. After each five lessons pupils are given a chance to review what they have learned about grammar and vocabulary, and to test their accomplishment by the reading of a sight passage containing only the words and grammatical principles that they have studied up to that time.

The arrangement of the book, particularly of the last two divisions of each lesson, permits teachers to assign work of varying quantity to pupils of varying ability. The notebook may also be regarded as optional.

The advice and assistance of Miss Frances E. Sabin of Columbia University, of Professor H. A. Hamilton of Elmira College, and of teachers who used the book in its first edition are recognized with gratitude.

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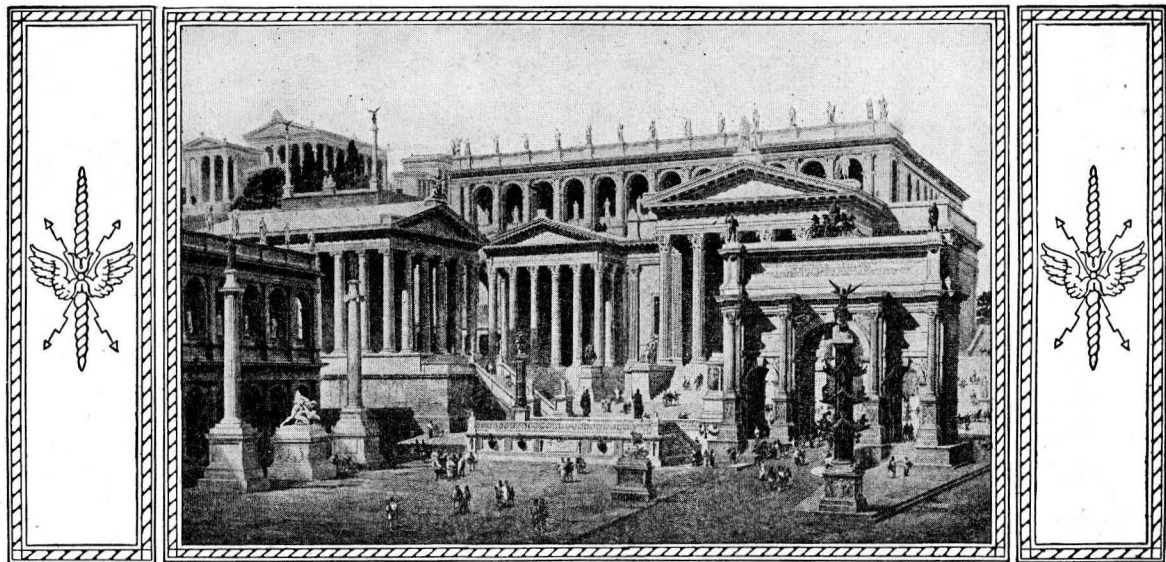
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### THE ROMAN FORUM

The Forum was the center of the public and political life of the Romans. Observe the splendor of the temples and other buildings in this reproduction of the Forum. On the right is a triumphal arch erected by an emperor. At the left is the Temple of Saturn, the oldest temple in the Forum and the treasury of Rome. Between the two is the rostra, or speaker's platform, from which orators addressed the people. In the rear are the two temples of Vespasian and Concord, and behind them is the Tabularium, or record building. In the left background on a hill is the famous temple of Jupiter Capitolinus

# INTRODUCTION

## I

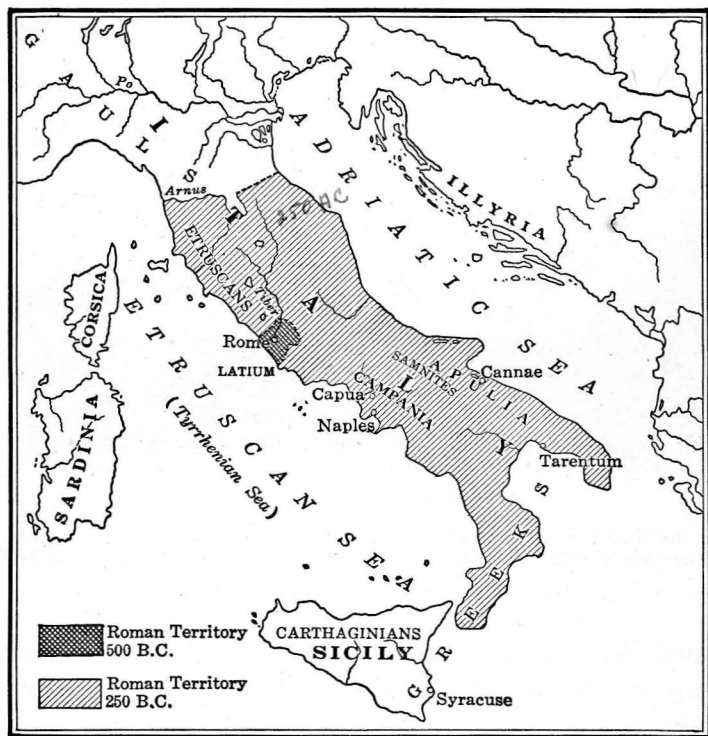
### THE ROMANS AND THE GREATNESS OF ROME

In studying Latin you are studying the language of the ancient Romans, a people to whom we owe a great part of our modern civilization and a still greater part of our English language. You have doubtless heard much of Rome, one of the most famous cities in the history of the world, located on the banks of the river Tiber in central Italy. On the opposite page is a picture of a part of Rome — not of the modern city, but of the ancient city — as it may have looked eighteen hundred years ago. For Rome is very old and is often called "the Eternal City."

Perhaps you already know something about the ancient Romans. For instance, you may recall the names of some noted Romans; or you may be able to recall stories or legends connected with the history of Rome; or you may have seen a play or a moving picture in which Roman characters appeared (as "Julius Caesar" or "Ben-Hur"); or you may know the names of certain Roman gods. However much or little you now know, as you study Latin one of your objects will be to learn more about the history and life of this great and famous people and to discover what it is we owe to them in our language and in our ideas.

Of course, Rome was not always a great and beautiful city, and the Romans did not always live in splendid palaces. Once Rome was only a little settlement on a hill by the Tiber, founded there seven hundred and fifty-three years before Christ. The early Romans lived in very primitive houses, such as those pictured on page xiv. They had to fight against warlike neighbors for their very existence; but gradually they conquered their neighbors and extended their territories. During the first two hundred and fifty years of her existence, when kings ruled Rome, only a small district around Rome was conquered. But after 500 B.C., when Rome had become a republic, her power spread more rapidly. By the year 250 B.C. the Romans had conquered all Italy. It was during this period that there were performed those deeds of valor, of endurance, of self-sacrifice, of devotion to country, that have made the names of the old Roman heroes familiar to all succeeding generations. You will read some stories of these Roman heroes in this book. Trace the growth of Rome on the map on page xiii.

By the time of Caesar (100–44 B.C.) the Romans had gained control of all the lands around the Mediterranean. Finally their empire included all of the European world that was then civilized. Their dominion extended from the North Sea to the Desert of Sahara, and from the Atlantic Ocean far into Asia Minor. Never before had so many nations been ruled by one government. Never before, or since, was so great a part of the civilized world under one government. The map between pages xxiv–xxv shows the Roman Empire at its widest. And all the time



ROMAN POWER IN ITALY

the city of Rome was increasing in size and splendor, until at length the Romans came to live amid such surroundings as you have seen pictured. It is about this people in the days of its greatness that you will learn during the years that you devote to the study of Latin.

There are many books that tell the story of ancient Rome in a fascinating way. Select one of the books men-



THATCHED HUTS IN MODERN ITALY

The thatched huts pictured above are almost identical with those constructed by the early Romans. In the simple life of early Rome all the household lived together in one room

tioned below and begin at once to read about Rome. Keep up this reading in English as long as you study Latin.

"Famous Men of Rome," by Haaren and Poland.

"The Story of the Roman People," by Tappan.

"The City of the Seven Hills," by Harding.

"The Story of the Romans," by Guerber.

"A Day in Old Rome," by Davis.

The myths which the Romans have passed down to us from the Greeks may be found in the following books:

"The Wonder Book" and "Tanglewood Tales," by Hawthorne.

"Classical Myths that Live Today," by Sabin.

## II

## WHAT OUR LANGUAGE OWES TO THE ROMANS

## Our Language largely Latin

Over half the words you meet in reading English were used in some form by the ancient Romans. How it has come about that English, originally spoken by the Anglo-Saxons in Britain, is now so largely Latin, is an interesting story.

## The Spread of Latin

Latin gets its name from Latium, a small district that lay chiefly south of the Tiber, in which Rome was situated and to which Latin was originally confined. As the Romans began their career of conquest they spread their language, and Latin became the language used not only throughout Italy but also in France and Spain and other countries near the Mediterranean.

All spoken languages are constantly undergoing changes. The English we speak today is not the same as the English spoken five hundred years ago. Colloquialisms, slang, foreign words, and scientific terms are constantly coming into our speech. So Latin, as used in Italy, France, Spain, and elsewhere, underwent changes as the centuries passed, and finally it became Italian in Italy, French in France, Spanish in Spain, Portuguese in Portugal, and Rumanian in Rumania. Today these modern languages plainly show direct descent from Latin; indeed, they are called Romance languages, because they are derived from the language of the Romans. "Rumanian" is simply the word "Roman" slightly changed.

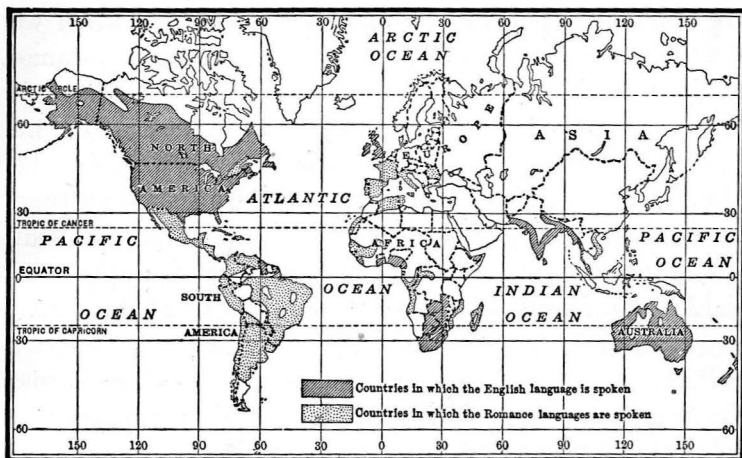
### How Latin Words got into English

Britain also was conquered by the Romans, and the inhabitants learned from their conquerors many words which have been passed down to us. But English was especially influenced by Latin when the Normans came over from France to Anglo-Saxon England, A.D. 1066, under William the Conqueror, and brought with them French, a language descended from Latin. The two languages intermingled, with the result that many words of Latin origin became a part of the speech of the English people.

During the centuries since the Norman Conquest a constant stream of Latin words has entered English, many in almost the same form in which they were used by the ancient Romans. Thousands of words have been directly imported into our language by scholars; others have been brought in indirectly through French and other Romance languages as a result of constant intercourse between the nations.

### How much the World uses Latin today

Of the 20,000 words which you will most frequently meet in your English reading, about 10,400 are of Latin origin, 5400 came from Anglo-Saxon, and about 2200 from Greek. This means that over half our commonly used words are derived from Latin, and that we owe a great debt to the ancient Romans. Thus Latin lives today in the speech of hundreds of millions of people throughout the world who are using words that were once a part of the Latin tongue. If you will look at the map (page xvii) and observe the parts of the world in which English and



### LATIN A WORLD LANGUAGE

English, a language that is half Latin in derivation, is the main language spoken in the parts of the world shaded with lines. The Romance languages, of Latin descent, are the main languages in the parts shaded with dots

the Romance languages are spoken, you will see how much of the modern world is indebted to Rome for its language.

## III

### HOW LATIN WORDS APPEAR IN ENGLISH

#### Three Forms of Latin Words in English

Latin words, which make up half the words we use in English, appear in our language in three forms.

#### Latin Words that are still Latin

First, there are words and phrases that are just the same today as they were when they came from the lips of a Roman two thousand years ago. When we use them, we



are conscious that we are using Latin. Thus, when we speak of an **alumnus** of Harvard College, or of the **alumnae** of Smith College, or of the **alma mater** of a friend, or of the salary a senator receives **per annum**, we are aware that we are using Latin words. When we use the plural of a noun of this class, we use a Latin, rather than an English, plural ending: so we say an **alumnus**, but the **alumni**; an **alumna**, but the **alumnae**; **radius** and **radii**; **memorandum** and **memoranda**. Such loan words, however, are given an English pronunciation.

Perhaps you have used some of the following words, phrases, and abbreviations. When you use them, you are using the very words a Roman might have used.

anno Domini	post mortem	sine die
etc.	pater noster	pro tempore
via	verbatim	vs.
e pluribus unum	per diem	habeas corpus
terra firma	per capita	vice versa
finis	ad libitum	bona fide

### Latin Words that have become English

Secondly, there are many words that retain their original Latin form but have become so much a part of our language that we use them without being aware of their Latin origin. With these words we use an English plural ending. The following are examples of this class of words:

actor	auditor	curator	error	inertia	odium
altar	campus	decorum	favor	janitor	omen
animal	cancer	delirium	honor	labor	ratio
area	circus	divisor	horror	lens	specimen
arena	color	doctor	impetus	militia	villa



THE ROMAN FORUM

This is a view of a reconstruction of the Forum, looking in the direction opposite that of the picture on page x

Many of these words have interesting histories. For example, we owe the word *arena* to the popularity of gladiatorial games among the Romans. *Arena* means "sand," and since the inclosed space where the combats took place was covered with sand, it was called the arena. Hence comes our word "arena," meaning the scene of a contest of any kind.

### English Derivatives

Thirdly, there are the words that are derived from Latin but that have more or less changed their original form and meaning. These words are far more numerous than the words of the other two classes. Unless you have studied Latin, you will not realize how large is the proportion

of words of Latin origin in the book or newspaper you may be reading. Observe how many words derived from Latin occur in the following passage from the Constitution of the United States (they are printed in bold-faced type):

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution for the United States of America.

### The Notebook

You have now learned that there is a great deal in modern life, both in our ideas and in our language, that has been handed down to us from the Romans. In your English reading you will meet many references to the Roman people, their history, and their famous men. Every page of a newspaper contains Latin words in one or more of the three forms described in this introduction. Develop the habit of noting such illustrations of our debt to Rome. For use in collecting and recording material of this kind you will need a loose-leaf notebook. In many ways the completeness of your notebook will indicate how much your study of Latin means to you; for if Latin becomes a part of your daily life, you will be constantly seeing Latin in the things around you, and your record of such discoveries will grow steadily. For suggestions as to the form of the notebook see the Appendix, page 1.

## IV

## WHY WE STUDY LATIN

**Latin helps you to know English**

A knowledge of the derivation of Latin words in English enables you both to understand the meanings of many previously unfamiliar English words and to appreciate better the real meaning of many familiar words. If it becomes a habit with you to trace to its Latin source a new English word which you meet in reading, this habit will be a very important one for you throughout your later life. A knowledge of Latin enables you to understand the meaning of many Latin words, phrases, and quotations of frequent occurrence in English. Even in the spelling of English words derived from Latin a knowledge of their derivation is of assistance. The close connection between Latin grammar and English grammar provides another way in which a knowledge of Latin will help you in English, for through it you should gain a better understanding of grammatical principles in English and should speak and write English more carefully. If you try constantly to translate whatever Latin you may be reading into the best possible English, this daily practice will contribute to your general power of expressing your thoughts in English. Improving your command of English will make you more efficient in any calling. The study of Latin will also help you to understand the classical names, allusions, and references which abound in our literature and even in our newspapers and advertisements.

### **Latin helps you in the Study of the Romance Languages**

The Romance languages are even more closely connected with Latin than is English, and you will find Latin of constant help in studying them, especially in the matter of vocabulary, if you form the habit of associating familiar Latin words with the new words you meet.

### **Latin will help you greatly in the Study of Science and in the Pursuit of the Professions, especially Law and Medicine**

The majority of scientific terms and of legal and medical terms are of Latin origin.

### **Latin helps you to know the Romans**

If you are to be really educated, you must know something about a people that has played so important a part in the history of the world. Rome not only conquered all the ancient world but it also borrowed all that was desirable in the civilization of the peoples it conquered. Ancient civilization converged in Rome; modern civilization starts from Rome. To a degree far greater than we realize, our civilization is Roman. When you are studying the Latin language, you are becoming more and more intimately acquainted with the people from whom we derive many of our laws and customs, our beliefs and ideals, our art and literature. Thus the study of Latin, by increasing your culture, will give you satisfaction all your life.

## V

## HOW TO STUDY YOUR LATIN LESSON

## I. Thoroughness means Success

In beginning the study of Latin you should realize that success in it requires the *thorough mastery of each successive step* much more than has been the case with some other subjects you have studied. Keep constantly in mind that each step is to be the foundation for another step, and master every step as you proceed.

## II. The Importance of the Right Method of Study

Learning Latin requires persistent study, but you will learn Latin more easily and more thoroughly if you study each lesson in the right way. The following paragraphs give you a general view of the problems you will meet and of the way to attack them. After you have studied some of the lessons which follow, you will find a re-reading of this chapter very profitable. In fact, throughout the first year you will find it worth while to return to this chapter from time to time to see whether you are continuing to study your lessons in the right way.

## III. Reading the Latin to get the Thought

The purpose of reading Latin is to find out what it says. Your first step in the preparation of each of the selections for reading in this book should be to *read the Latin passage through in Latin*, with all your efforts centered upon getting the meaning of the passage, upon understanding the story told by the Latin. Read it to yourself. Then read it aloud, trying to see the natural thought-groups into

which sentences in Latin as in every language fall. Sometimes the entire meaning of simple sentences will be clear to you from this reading; usually part, at least, will be clear. Some, however, probably will not be clear. This is the part of the lesson that you must consider very closely. The problems that arise are described in the following paragraphs.

#### IV. The Causes of Difficulty in getting the Thought

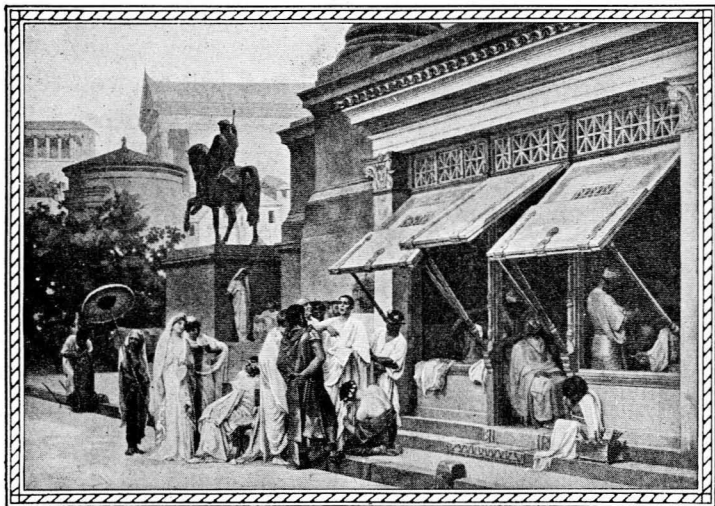
The difficulties in grasping the thought of a Latin sentence come from new *words*; or from new *uses* of words; or from new *forms* of words. Therefore you will constantly need to learn the *meanings* of new words, which we call *vocabulary*; new *uses* of words, which we call *grammar* or *syntax*; and new *forms* of words, which we call *inflection*, as in declension, comparison, or conjugation. The order of words in a Latin sentence will also require study.

#### V. How to get the Meaning of a New Word

When you meet a new Latin word, try your utmost to work out its meaning by yourself. Very often you will be able to decide the meaning from an English derivative of the new Latin word, or from another Latin word which is related to the new word and is familiar to you. For example, it is easy to infer the meaning of Latin *rosa* from the English derivative *rose*; and it is natural to suppose that if *filia*, with a feminine ending, means *daughter*, *filius*, with a masculine ending, means *son*.

#### VI. Getting the Meaning of a Word from the Context

Frequently you will be able to solve the meaning of a particular word by the general meaning of the rest of the



IN A ROMAN STREET

The scene is in front of a barber's shop. Men of the upper class in Rome wore the hair cut short and the beard closely shaven. In time of mourning the hair and beard were allowed to grow. Barbers' shops were often places of resort where persons stopped to gossip with their friends

sentence, or by the context, as it is called. For example, let us imagine that you have met the following sentence in Latin, and that you have determined the meaning of all the words except **terra firma**: "After the unlucky ship had been kept at sea three weeks by the accident, **terra firma** was indeed a welcome sight to its impatient passengers." To get the meaning of **terra firma** by the context, you should ask yourself what these words must mean to make sense; what they tell about the rest of the sentence. Obviously **terra firma** tells what was a welcome sight. What is it, then, that would be a welcome sight to one who has been detained at sea three weeks by accident?



Either "land" or "another ship" would be a welcome sight. At this point in your reasoning such English derivatives of *terra* as *terrace* and *terrestrial* will aid you to decide whether the word means "land" or "another ship." To solve the meaning of a new word by context is to reason out what it must mean in order to make sense with the rest of the sentence. It is sensible guessing.

### VII. The Three Ways of Solving the Meaning of New Words

There are thus three ways by which you may frequently discover for yourself the meaning of a new Latin word without looking up its definition in the vocabulary. These are :

1. Through the use of **English derivatives**
2. Through the use of **related Latin words**
3. Through the use of the **context**

### VIII. The Use of the Vocabulary as a Last Resort

When a new Latin word is unlike any other Latin or English word that you know, and the context furnishes no help, you will need to look up its meaning in the vocabulary of the lesson or in the vocabulary at the end of the book. *Never use the vocabulary to get the meaning of a word until you have done your best to work it out independently.*

### IX. New Syntax or Grammar

The second difficulty you will meet in getting the thought of a Latin sentence will come from new ways of using words, or syntax, as the grammar of a language is called. Latin grammar and English grammar are much alike. Practically everything you have learned in English

about parts of speech and their properties applies to Latin. You have studied in English about the subject of a verb, the object of a verb, possessives, predicate nouns, etc. All these uses are equally important in Latin and are expressed by the same cases as in English. New uses will be explained in connection with reading lessons in which they occur. In studying them *always consider whether the new use is like or unlike the usage in our own language.*

The syntax of any part of a sentence is simply *what it tells* about the rest of the sentence. In taking up each new principle the first step, therefore, is to define what the word or group of words tells in terms of the rest of the sentence. Thus, in the sentence "He remained in the city," *in the city* tells *where* he remained, and it is, accordingly, an adverbial phrase of *place*, modifying *remained*. You must then note how this idea is expressed in English or Latin.

## X. New Forms

You are familiar with the fact that English nouns may be made plural by the addition of certain endings, such as *-s, -es, -en*: as, *boys, foxes, oxen*. This is also true in Latin, and you are already familiar with some of the endings which are used in Latin to form the plural of nouns; for instance, you know that the plurals of **alumnus**, **alumna**, and **memorandum** are **alumni**, **alumnae**, and **memoranda**. Possession may be expressed in English by the addition of the ending *'s* to the noun: as, *father's*. Likewise in Latin, possession is expressed by means of an ending; thus, **nauta** is in the nominative case, but **nautae** is in the possessive (or genitive) case, meaning *sailor's*. You know that the objective case of nouns in English is like the nomina-



INSIDE A ROMAN HOUSE

This picture of the interior of a house gives a glimpse of the surroundings amid which the home life of wealthy Romans was spent

tive, but that some pronouns have a special objective-case form with the ending *-m*: as, *him*, *whom*, *them*. In Latin both nouns and pronouns have a special objective-case form, also usually ending in *-m*: as, *nautam*. Other case uses, however, are expressed in English mainly by the use of separate words called prepositions: as, *to a boy*, *for a boy*, *of a boy*, etc. In Latin these uses also are commonly expressed by special endings, and sometimes by separate words and special endings. Thus the three English cases become six in Latin. One of your main problems in Latin will be to learn these endings and the ideas which they express. So important is this problem that you will find that *practically no Latin sentence can be comprehended without an understanding of the endings*. You may almost say that the study of Latin is a study of endings.

## XI. Final Preparation of the Reading Exercise

After you have made out the meaning of all the sentences in the passage you are reading, translate it into the very best English at your command, making sure that your translation tells a connected, sensible story and that you are using natural, idiomatic English. Often your comprehension of the thought of a passage may be tested by questions on the story in English or Latin instead of by translation. Lastly, read the passage aloud in Latin again, giving attention to its thought as you would if you were reading a passage in English.

## XII. The Use of the Appendix

You will need to make constant use of the Appendix. You will find it helpful to get an idea of its contents as a whole. Turn to the Appendix now. Observe that it contains, systematically arranged, all the facts of syntax and inflection which you will need to learn during the year.

Turn to page 15 of the Appendix, where you will find a Summary of Inflections. Regard this section as a kind of map of the territory to be conquered during the year. You will see the unknown part of this territory gradually reduced. With this map you should become very familiar.

When you review forms, you will save time by knowing where they are in the Appendix. Furthermore, by using the Appendix you will see the relation of each small group of forms to the entire unit of which it is a part, and you will have a better grasp of that field as a whole.

Observe on pages 33-37 a list of the grammatical principles included in this book, with references to the lessons where they were first developed.

## VI

## THE PRONUNCIATION OF LATIN

## Two Ways of Pronouncing Latin

There are two ways of pronouncing Latin: the English method, which you have naturally used in pronouncing the Latin words and phrases of the preceding chapters, and the Roman method, used by the Romans themselves. Continue to give an English pronunciation to all Latin words and phrases that are common in English: as, *vice versa*. But when you read Latin passages aloud, or quote Latin as Latin, use the Roman method.

## The Roman Method of Pronouncing Latin

The main difference between the two methods is that in the English method there are several different sounds for each vowel and for some of the consonants, while in the Roman method there are but two sounds for each vowel and one regular sound for each consonant. No letters are silent in Latin. The pronunciation of Latin by the Roman method is relatively easy.

The best way for you to secure a correct pronunciation is by imitation. The sounds of Latin letters and the rules for the accent of Latin words are given in the Appendix, pages 2 and 4. As the Latin of the first few lessons is read aloud to you by your teacher, repeat it at once with the utmost accuracy. Repeat it also by yourself in your home study. By so doing you will soon acquire a trained ear that will guide you.\*

\* A carefully made set of Latin phonograph records in the school would be a valuable aid to a correct pronunciation.

## EXERCISE

Pronounce the following quotations after your teacher. Observe that each vowel has two sounds according to whether it is long, as indicated by the macron (ā, ē, etc.), or short, as indicated by the absence of any mark.

**Festīnā lentē**, *Make haste slowly*. [A favorite saying of the emperor Augustus.]

**Faber est quisque suae fortunae**, *Each one is the architect of his own fortune*. [An early Roman saying.]

**Labor omnia vincit**, *Perseverance overcomes everything*. [The motto of Oklahoma.\*]

**Montānī semper liberī**, *Mountaineers are always free*.

**Ad astra per aspera**, *To the stars through bolts and bars*. [The motto of Kansas.]

**Mēns sāna in corpore sānō**, *A sound mind in a sound body*. [The motto of the Young Men's Christian Association.]

**Dulce et decōrum est prō patriā morī**, *It is sweet and fine to die for one's country*. [A frequently quoted line from the poet Horace.]

**Carpe diem**, *Seize the opportunity*. [Horace.]

**Nīl dēspērāndum**, *Never despair*. [Horace.]

**Vēnī, vīdī, vīcī**, *I came, I saw, I conquered*. [A famous message sent by Caesar after a swift campaign.]

**Vōx populī, vōx deī**, *The voice of the people is the voice of God*.

**Jūstitia omnibus**, *Justice to all*. [The motto of the District of Columbia.]



MOTTO AND SEAL OF  
WEST VIRGINIA

\* A collection of Latin mottoes, especially those of the various states, would form an interesting section in your notebook.



# LATIN FOR TODAY

## LESSON 1

### ANCIENT EUROPE \*

Look at the illustration on the opposite page. Always get what information you can from the illustrations of this book.

1. Discipulī, pictūram spectāte (*Pupils, look at the illustration*). Pictūra (*The illustration*) est tabula (*a map*).<sup>1</sup> Tabula est parva. Tabula est Eurōpa<sup>2</sup> antiq̄ua.<sup>3</sup>

Ubi est Britannia? Ubi est Gallia? Ubi est Hispānia? Ubi est Germānia? Ubi est Graecia? Ubi est Italia? 5

Britannia est īnsula. Britannia est magna. Britannia est īnsula magna. Sicilia est īnsula. Sicilia nōn est<sup>4</sup> īnsula parva. Germānia nōn est īnsula. Gallia nōn est īnsula.

Hispānia est paenīnsula. Graecia est paenīnsula. Hispānia est magna, sed Graecia est parva. Italia paenīnsula 10

\* TO THE PUPIL. Use the following method in studying the passage for reading:

1. Read the passage aloud in Latin once or twice.
2. Note the words of which you know the meaning.
3. Consider next the unknown words. Consult the Vocabulary (p. 3). Cover the meanings given in the third column, and see if you can determine the meaning of the unknown words from the derivatives given in the second column. Remember that the context will often help you.
4. Look in column three for the meaning of words you cannot otherwise determine.
5. Translate each sentence in succession, reading the notes and learning the contents of any grammatical note as soon as you come to it.
6. Translate the whole passage to yourself. Use good English. Go over the translation three or four times.





A SCENE IN ANCIENT ITALY

This shows how a Roman emperor traveled with his escort

magna est. Italia est longa. Italia nōn est lāta. Ubi est Rōma? Rōma est in Italiā. Rōma est antiq̄ua.

Rōmānī (*The Romans*) in Italiā habitābant (*lived*). Germānī in Germāniā, Britannī in Britanniā habitābant.  
 5 Gallia erat prōvincia<sup>5</sup> Rōmāna. Hispānia prōvincia Rōmāna erat. Rōmānī in Āfricā et in Eurōpā regēbant (*ruled*).

## 2.

## Notes

1. In Latin there are no words for the English articles *a*, *an*, and *the*. Consequently, in translating Latin into English, an article must be supplied wherever one is needed.

2. The meaning of this and other proper names of the exercise is plain; but **Gallia**, which appears on the map to occupy what is now France, is to be translated *Gaul*, because the ancient **Gallia** included more territory than that of modern France.

3. **Eurōpa antiq̄ua**, *ancient Europe*. The Latin expression **terra firma**, with which you are familiar, prepares you to learn that a Latin adjective often follows its noun.

4. Nōn est, *is not*. Observe that the order of words in Latin is not the same as the order in the English translation. Try to take in the thought in the Latin order of words, but in translating use the English order, no matter what the order in Latin may be.

5. The Romans organized as provinces the land they conquered. Each prōvincia was ruled — often harshly — by a military governor sent out from Rome.

### 3.

### Vocabulary

Learn very thoroughly the meanings of the underlined words. The better you learn the meaning of each Latin word as you come to it, the more easily you will read the Latin passages that lie ahead.

NEW WORD	RELATED WORD	MEANING
<u>disci'puli</u>	disciple <i>Discipulo</i>	pupils
<u>pictū'ra</u>	picture <i>pintura</i>	illustration
<u>spectā'te</u>	spectator <i>espectador</i>	look at
<u>est</u>	<i>é</i>	is
<u>ta'bula</u>	table <i>tábua</i>	table, map
<u>par'va</u>	<i>parvo, a (tolo) - ref. na inteligência</i>	little, small
<u>anti'qua</u>	antique <i>antigo, a</i>	old, ancient
<u>u'bi, adv.</u>		where?
<u>in'sula</u>	peninsula <i>elbow peninsula</i>	island
<u>mag'na</u>	magnify <i>magna</i>	great, large
<u>nōn, adv.</u>	nonskid <i>não</i>	not
<u>paenīn'sula</u>	peninsula, <i>insula</i>	peninsula
<u>sed, conj.</u>		but
<u>lon'ga</u>	long <i>longa</i>	long
<u>lā'ta</u>	latitude <i>- lato</i>	wide, broad
<u>in, prep.</u>	<i>em</i>	in, on
<u>e'rat</u>	<i>era</i>	was
<u>prōvin'cia</u>	province <i>provincia</i>	province
<u>Rōmā'na</u>	<i>romana</i>	Roman
<u>et, conj.</u>	et cetera, etc. <i>e</i>	and

#### 4. The Latin Vocabulary in English

1. You have already learned that a knowledge of Latin will give you a better understanding of English words derived from Latin. The following questions involve the application to English of the Latin words in the Vocabulary:

What is meant by calling a person a *disciple* of someone else? How may *discipulī*, if pronounced correctly, help you to spell *disciple* correctly? What is an *antiquarian*? What is meant by calling England an *insular* kingdom? In *paeninsula* the prefix *paene-* means *almost*. What, then, does *peninsula* literally mean? From what Latin adjective does *longitude* come? What is the difference between *latitude* and *longitude*?

Record derivatives in a section of your notebook. Leave a space under each derivative and watch for a good English sentence containing it. Copy or paste it into your notebook. For the notebook see the Appendix, page 1. From now on watch for other English words which you think may be derived from these same Latin words.

2. The conquest of Europe by Rome is reflected in the large number of geographical names that are Latin in origin. Thus, *Spain* is from *Hispania*, *Germany* from *Germānia*, *Italy* from *Italia*, *Europe* from *Eurōpa*, *Britain* from *Britannia*. The islands of Sardinia and Corsica preserve their Roman forms. Many names of cities, such as Chester, Paris, Cologne, go back to Latin forms. When you later read Caesar's account of his conquest of Gaul, you will meet the Latin words from which come the names of the Rhone, the Rhine, the Marne, and the Seine.

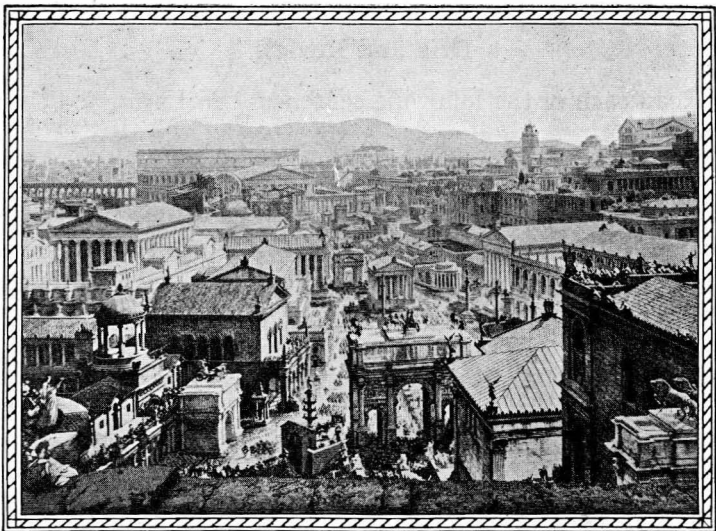
The vocabulary we use in geography is largely Latin. You have seen that *province* and *peninsula* are Latin. *Continent*, *coast*, *ocean*, *lake*, *river*, *mountain*, *strait*, *estuary*, *promontory*, *isthmus*, have come to us either from Latin or through Latin.

## 5. Drill and Review

Read each of the following sentences \* in Latin, and then translate it :

1. Tabulam spectāte. 2. Īnsulam spectāte. 3. Britannia nōn est longa. 4. Britannia nōn est paenīnsula. 5. Britannia nōn est īnsula parva. 6. Ubi est tabula? 7. Ubi est īnsula? 8. Ubi est pictūra? 9. Tabula est lāta. 10. Pictūra nōn est lāta. 11. Sicilia est antīqua. 12. Eurōpa est lāta.

\* TO THE TEACHER. The sentences may be used as a reading exercise; or they may be comprehended and translated by the class at sight; or they may be used for grammatical drill.



ANCIENT ROME

The extent of the city and the size and magnificence of its buildings are shown in this reproduction of Rome as it perhaps looked in the days of the emperors. Note the arch in the foreground. The open space beyond is the Roman Forum.

## LESSON 2

### ANCIENT ROME

Read the following passage, proceeding according to the directions given in the previous lesson. Do not be afraid to guess at the meanings of new words, but be sure you are guessing sensibly. The meaning you decide upon should fit the story.

6. Discipulī, pictūram spectāte. Haec (*This*) est pictūra Rōmae antīquae (*of ancient Rome*).<sup>1</sup> Pictūra pulchra<sup>2</sup> est.

Rōma nōn est in Britannīā.<sup>3</sup> Rōma nōn est in Germāniā. Rōma nōn est in Graeciā sed in Italiā.

5 Rōma est antīqua. Rōma antīqua erat magna et clāra.<sup>2</sup> Hodiē Rōma est magna et clāra et pulchra.

Italia est terra clāra Eurōpae (*of Europe*). Italia antīqua erat terra magna Eurōpae antīquae. Germānia antīqua erat terra barbara. Gallia quoque erat barbara. Sed Italia antīqua nōn erat barbara. Graecia quoque nōn erat barbara. Rōma nōn erat barbara sed pulchra.

5

Rōmānī in terrā pulchrā habitābant. Rōmānī in terrā antīquā et clārā habitābant. Graecī (*the Greeks*) quoque in terrā clārā habitābant; sed Graecia erat prōvincia Rōmae (*of Rome*). Magna erat fāma Rōmae. Magna hodiē est fāma Rōmae.

10

## 7.

## Notes

1. See section 2, note 3.
2. Some Latin words have several meanings. So it is necessary for you to select the meaning that best expresses the thought of the sentence.

3. A Latin word ending in -ā is not the same case as a word ending in -ā. It is ablative, a case used in Latin with certain prepositions. This usage is unlike English, which employs an objective (accusative) case in such phrases. You have seen a Latin accusative in *pictūram*.

## 8.

## Vocabulary

Do not look up the meaning of a word until you have made every possible effort to solve it by yourself. Always associate the new Latin words with the English words related to them, whenever this is possible.

NEW WORD	RELATED WORD	MEANING
pul'chra		<i>beautiful, pretty</i>
clā'ra	clarify	<i>clear, bright, famous</i>
ho'diē, <i>adv.</i>		<i>today</i>
ter'ra	<i>terra firma</i>	<i>land, country, earth</i>
bar'bara	barbarous	<i>rough, uncivilized</i>
quo'que, <i>adv.</i>		<i>also, too</i>
fā'ma	defame	<i>fame, reputation</i>

## 9. The Latin Vocabulary in English

1. Explain on the basis of their derivation the meaning of the italicized words in the following sentences:

- a. The *magnitude* of the task did not daunt him.
- b. She was more famous for her *pulchritude* than for her intellect.
- c. He spoke with the utmost *clarity*.
- d. "The evil that men do lives after them;  
The good is oft *interred* with their bones."
- e. After the speech a *prolonged* discussion followed.
- f. That car is *antiquated*.
- g. His attitude was *provincial*.
- h. Our *insular* possessions seek independence.

2. The stem *spectā-*, which appears in *spectāte*, *look at*, is found in many English derivatives. A *spectator* is one who looks at something. A *spectacle* is something one looks at. *Spectacles* are the means by which one looks at something. To *expect* something is to look out for it, and hence to anticipate it. To *respect* someone is to look up to him. *Respectfully* means in a manner indicating that one looks up to another.

3. *Antic* in "the antics of a clown" is a derivative of *antīquus*, *old*. It first meant something old; then, out of date, odd; and finally a grotesque trick.

## 10. Drill and Review

Read each sentence in Latin; then translate it:

1. Terra est *lāta*. 2. Terra est parva sed *pulchra*.
3. Italia *antīqua* erat *pulchra*. 4. Britannia *antīqua* erat *barbara*. 5. Terra *barbara* erat magna et *lāta*. 6. *Hispānia* erat terra *barbara*, sed hodiē *Hispānia* nōn est *barbara*.
7. Ubi est *īnsula* magna? 8. Hodiē Britannia est *clāra* *īnsula*. 9. *Prōvincia* erat magna. 10. Ubi habitābant *Rōmānī*? 11. *Rōmānī* in *prōvinciā* nōn habitābant.

## Grammar

**11. Parts of Speech.** The Latin words that you have met include nouns (*pictūra*), verbs (*est*), adjectives (*parva*), adverbs (*nōn*), conjunctions (*sed*), and prepositions (*in*). There are also pronouns and interjections in Latin as in English. You will need to know very clearly the distinction between these parts of speech if you are to understand the relations of Latin words in sentences.

**12. Inflection.** You have observed that Latin words appear in changed spellings: as, *antīqua*, *antīquae*, *antīquā*; *pictūra*, *pictūram*. English words change similarly: as, *ox*, *oxen*; *who*, *whose*, *whom*. Such changes of form, made to show differences in the use of words, are called *inflection*. Latin you will find to be a much more inflected language than English. If you look on page 15 of the Appendix you will find the complete inflection of *porta*, a noun of the first declension.

**13. Declension and Conjugation.** The inflection of nouns, pronouns, and adjectives is called *declension*. The inflection of verbs is called *conjugation*. Nouns are inflected to show number and <sup>F. Declension</sup> case; pronouns and adjectives to show number, case, and gender; verbs to show number, person, tense, mood, and voice. Adverbs, prepositions, conjunctions, and interjections do not change form.

**14. Cases.** Latin nouns have five regular cases: *nominative*, *genitive*, *dative*, *accusative*, and *ablative*. See Appendix, pages 15, 16. What cases has an English noun?

**15. Tenses.** Latin verbs, like English verbs, have six tenses: *present*, *past*, *future*, *perfect*, *past perfect*, and *future perfect*.



## LESSON 3

### A ROMAN GIRL

Read the following passage according to the directions given in Lesson 1. Try to take in the thought in the Latin order.

16. Discipulī, pictūram spectāte.

Puella pupam (*doll*) portat.<sup>1</sup> Pupa nōn est magna. Quis puellam videt? Quis pupam<sup>2</sup> videt? Puella pupam amat. Pupa puellam dēlectat.

5 Tunicam (*tunic*)<sup>3</sup> puella gerit (*wears*). Bullam (*locket*)<sup>4</sup> quoque puella habet. Bulla puellam dēlectat. Puella bullam cūrat, quod bulla puellam dēfendit (*protects*).

Quis servam<sup>5</sup> in pictūrā videt? Serva tunicam gerit.  
Sera bullam nōn habet.<sup>6</sup> Serva puellam cūrat. Puellam  
10 amat.<sup>7</sup>

Puella columbam<sup>8</sup> habet. Columbam puella amat. Columba puellam amat. Nunc puella parva et serva columbam spectant.<sup>9</sup> Columbam amant<sup>10</sup> et cūrant.

17.

### Notes

1. This sentence contains a combination of ideas which occurs constantly in English and which will occur repeatedly in all the Latin you will ever read. So you should at once study sections 18-21 until you understand them thoroughly.

2. Roman children had dolls, even dolls with crudely jointed legs and arms. They also had marbles, tops, hoops, kites, and toy wagons. They played such games as leap frog, blindman's buff, and hide and seek; and they had a ball game resembling our hand-ball. Inside the house they played a sort of checkers. Older boys engaged in what we should call athletic games.



### A ROMAN GIRL IN HER HOME

The rooms of the rear part of a Roman house were placed round a courtyard such as is pictured here. The warm climate of Italy allowed the Romans to live out of doors much of the time

3. The young girl of ancient Rome wore a simple tunic, often of bright color, with short sleeves.

4. The **bullā** was a locket worn about the neck from infancy by both girls and boys. Girls wore it until they were married, boys until they became of age. It consisted of two concave pieces of gold fastened together somewhat like a watchcase and containing a charm. The **bullā** was worn as a protection against the evil eye or witchcraft.

5. There were many slaves in a well-to-do Roman family. Though the slaves were captives, taken in war and sold in the slave markets, they were often very well treated by their masters.



A BULLA

6. **Nōn habet**, *does not have*. In translating negative statements and questions you will frequently need to put in the auxiliary *do*, *does*, or *did*.

7. In English the subject of a verb is regularly expressed. In Latin the subject, when it would be a personal pronoun (*I*, *you*, *he*, *she*, *it*, *we*, or *they*), is omitted, except for emphasis. When the subject of a Latin verb is not expressed, because it is known from the context, you must put into

your translation the pronoun required by the context. Here, as you are reading about *maidservant*, which is in the third person, singular number, you will need the pronoun *she*.

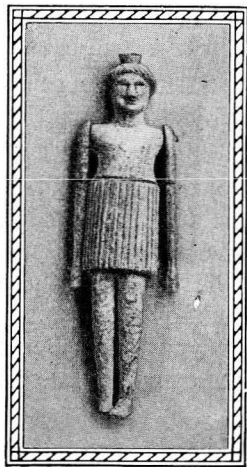
8. Doves, as well as ducks, geese, crows, quails, dogs, and monkeys, were often the pets of Roman children.

9. When a verb ends in **-nt**, it is in the third person *plural*, active voice. Why is **spectant** plural?

10. The pronoun *they* is needed in your translation, because the unexpressed subject is in the third person plural. The endings **-t** and **-nt** are perhaps familiar to you in the words **exit**, "he goes out," and **exeunt**, "they go out," Latin verbs that occur in English plays. Note that, since no subject is expressed, the endings **-t** and **-nt** are translated by personal pronouns.

## Grammar

**18. The Subject, Direct Object, and Verb.** The sentence *Puella pupam portat* consists of a subject (*puella*, *girl*), telling who does something; a direct object (*pupam*, *doll*), telling to what the subject does something; and a verb in the active voice (*portat*, *carries*), telling what the subject (*puella*) does to the object (*pupam*). The subject is said to be in the *nominative* case in both English and Latin; the direct object is said to be in the *objective* case, or, as it is called in Latin, the *accusative* case. But the important point for you to grasp is that in English you know which word is the subject and which is the object from the order of words, or from the general sense. The subject regularly stands before the verb, and the object after the verb. How do you tell the subject and object in "The boy saw the man"? Observe that, if the *order* is reversed, the subject and object are reversed. In Latin, on the other hand, you tell which word is the subject and which is the object by the *form* of the words, especially by the case endings of nouns and the personal endings of verbs. The ending -a of *puella* is the ending of the *nominative* singular, and shows that *puella* is the subject. The ending -am of *pupam* is the ending of the *accusative* singular, and shows that *pupam* is the direct object. Thus in a Latin sentence the words may occur in any order, for the *endings* show how they are used. The form of *puella* in *Puella pupam portat*, in *Pupam puella portat*, and in *Pupam portat puella*, shows that it is the subject, no matter what its position is in the sentence. It tells who carries the



A ROMAN DOLL

doll. The ending -t of *portat* shows that it is a verb in the third person, singular number, to agree with the subject, *puella*, and in the active voice. When the verb is third person plural, the personal ending is -nt.

You should now learn the following statements:

**19. First Use of the Nominative. As Subject.** The nominative case is used to express the subject of a sentence.

**20. First Use of the Accusative. As Direct Object.** The accusative case is used to denote the direct object of a verb.

**21. Agreement of Subject and Verb.** A verb agrees with its subject in person and number.

**22. The First Declension.** There are five ways of declining nouns in Latin. Nouns ending in -a in the nominative singular are said to belong to the First Declension. The accusative singular of nouns of the first declension ends in -am. You will learn the other cases of nouns of this declension in subsequent lessons. Look at the complete inflection, Appendix, page 15. Perhaps your teacher will wish you to learn the complete inflection now.

## 23.

## Vocabulary

## NEW WORD

## RELATED WORD

## MEANING

puel'lapor'tatquis?vi'deta'matdēlec'tatha'betcū'ratquod, conj.ser'vacolum'banunc, adv.

portable

*quem?**ver**ama*delectable *delicious*curator *cura.*servant *serva**columba**nunc, now*

girl

carries

who?

sees

loves, likes

pleases, delights

has, holds

takes care of

because

maidservant

dove

now

## 24. Application of Latin to English

1. Explain on the basis of their derivation the meaning of the italicized words in the following sentences:

- a. We were served a most *delectable* luncheon.
- b. He was *accurate* in all his statements.
- c. The *terrain* at this point was very uneven.

2. The stem *portā-* appears in many English derivatives. A *portable* stove is one that can be carried. To *import* articles into this country is to carry or bring them in, while to *export* wheat is to carry it out. A *reporter* is one who carries or brings back news. A *report* card is one that carries or brings back home the marks received. To *transport* troops across the ocean is to carry them across. When a person "goes into *transports*" over a gift, he is quite "carried away." To *support* a proposal is to stand underneath it as a carrier, and so to uphold it. When a person *comports* himself with dignity, he carries himself with dignity. When an alien is *deported* from this country, he is carried away. A pupil's *deportment* is his manner of carrying himself.

3. *Habit* is related to *habet*, *he has*, and means the way one "has" or holds himself.

4. Since both Latin and Anglo-Saxon have contributed to our English vocabulary, we have many pairs of words, one from Latin and one from Anglo-Saxon, which are formed on the same pattern and have the same general meaning. Thus the Anglo-Saxon equivalent of *provide* is *foresee*. These pairs of words are called *heteronyms*. The resemblance between Latin and Anglo-Saxon may be seen in certain inflections and syntax, as well as in vocabulary.

5. Which of the forms inclosed in parentheses is correct?

It was the worst storm we (were, was) ever in.

What principle brought out in this lesson should assist you to use each of these forms correctly?

## Drill and Review

25. What case is used for the subject in Latin? for the direct object? What is the case of a noun if it ends in -a? if it ends in -am? What is the third person singular of spectant? the third person plural of dēlectat and habet?

26. Is there any difference in the meaning of *Pupa puellam dēlectat* and *Puellam pupa dēlectat*?

27. Express in Latin the italicized words:

The *dove* delights the *girl*. I see an *island*. They have a *picture*.

28. Copy the following sentences, supplying the lacking subject or object. Be sure to use correct endings.

1. Puella — habet.

5. Quis — amat et cūrat?

2. — est pulchra.

6. — est in Eurōpā.

3. Serva — videt.

7. — puellam spectat.

4. Columba — dēlectat.

8. — pupam portat.

29. Read each sentence in Latin, state what the italicized word tells, and then translate it:

1. Pictūra *puellam* dēlectat.
2. *Puellam* tunica dēlectat.
3. Pictūram *serva* nunc videt.
4. Serva *pupam* nōn portat.
5. Quis *bullam* habet?
6. Quis *columbam* amat?
7. Puella et serva *insulam* quoque spectant.
8. Tunica et bulla *puellam* dēlectant.
9. *Puella* insulam nunc spectat.
10. *Puellam* serva cūrat.
11. *Serva* puellam cūrat.
12. Cūrat *serva* puellam.
13. *Servam* puella cūrat.
14. *Fāma* est magna et parva.



#### A ROMAN LADY TEACHING HER DAUGHTER

Roman children spent a great deal of their time with their parents, receiving in this way no small part of their education

### LESSON 4

#### A ROMAN LADY AND HER DAUGHTER

You have learned that the endings of Latin nouns and verbs are important. *The study of Latin is very largely the study of endings.* What is the case of *filiam, mātṛōna, pictūra, puellam*?

30. *Discipulī, pictūram spectāte.*

*Nova*<sup>1</sup> *pictūra mātṛōnam*<sup>2</sup> *Rōmānam*<sup>1</sup> *et filiam*<sup>3</sup> *ostendit (shows).* *Quis vestrum (Which one of you) mātṛōnam videt? Quis filiam nōn videt? Mātṛōna stolam,*<sup>4</sup> *sed filia tunicam gerit (wears).* *Mātṛōna et filia* 5 *nunc sedent (are sitting).*



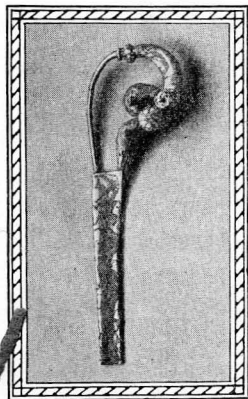
Mātrōna filiam parvam habet. Fīliam amat et cūrat. Mātrōna superba filiam docet.<sup>5</sup> Parva filia arithmēticam (*arithmetic*) et linguam recitat. Linguam Latīnam recitat. Fortasse arithmētica et lingua puellam parvam dēlectant.<sup>6</sup> Lingua Latīna puellam Rōmānam certē dēlectat. Fāma Rōmae (*of Rome*) mātrōnam et filiam dēlectat.

Mātrōna filiam laudat quod bene recitat. Quis vestrum linguam Latīnam hodiē bene recitat?

## 31.

## Notes

1. In English the adjectives *this* and *that* change their form to *these* and *those* when they modify plural nouns. These are the only English adjectives which change their form in this way. In Latin, however, adjectives regularly change their form to agree in gender, number, and case with the nouns they modify. Thus you find *nova pictūra* (nominative), but *mātrōnam Rōmānam* (accusative). Learn section 32 now.



A ROMAN BROOCH

2. No ancient nation held women in higher respect than did the Romans. The Roman matron was absolute mistress in her own house. She directed the affairs of the household and supervised the slaves, but did no menial work herself. The early training and education of her children were in her care. She fitted her daughters to be mistresses of houses similar to her

own, and was their constant companion until their marriage.

3. **Fīliam**, *her daughter*. Possessive adjectives (*his, her, its, my, their, etc.*) are usually omitted in Latin unless they are emphatic or are used for contrast. In translating, supply the proper possessive wherever it is needed in English.

4. The **stōla** was the distinctive dress of the Roman matron. It was a long woolen garment, reaching to the feet, and having a wide flounce sewed to the lower hem. Around the neck was a purple

border. The open sleeves were loosely clasped with beautiful brooches or buttons. Beneath the stola a tunic was worn. For outdoor wear women had a loose garment called a *palla*. Neither men nor women wore stockings. Nor did they wear hats except when traveling.

5. Though the education of women was not carried far, Roman women are said to have spoken the purest Latin.

6. If you were not translating Latin, should you be more likely to say, "Arithmetic and language please the little girl" or "The little girl likes arithmetic and language"?

## Grammar

**32. Agreement of Adjective and Noun.** An adjective agrees with its noun in gender, number, and case.

### 33.

### Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>no'va</u> , <i>adj.</i>	novice <i>nova</i>	<i>new</i>
<u>mātrō'na</u>	matron <i>matrona</i>	<i>lady</i>
<u>fī'lia</u>	<i>filia</i>	<i>daughter</i>
<u>super'ba</u> , <i>adj.</i>	superb <i>superba</i>	<i>proud, haughty</i>
<u>do'cet</u>	<i>docente</i>	<i>teaches</i>
<u>lin'gua</u>	linguist <i>lingua</i>	<i>language, tongue</i>
<u>re'citāt</u>	recite <i>recita</i>	<i>recites</i>
<u>Lati'na</u> , <i>adj.</i>	Latin <i>latina</i>	<i>Latin</i>
<u>fortas'se</u> , <i>adv.</i>		<i>perhaps</i>
<u>cer'tē</u> , <i>adv.</i>	certain <i>certainmente</i>	<i>certainly, surely</i>
<u>lau'dat</u>	laudable <i>laudar</i>	<i>praises</i>
<u>be'ne</u> , <i>adv.</i>	benefactor <i>ben</i>	<i>well</i>

### 34. Application of Latin to English

1. Explain the meaning of the italicized words:

- Many *laudatory* remarks were made regarding his action.
- The climate had a very *beneficial* effect.
- Many *innovations* were made in the staging of the play.

2. *Nova*, *new*, has a number of derivatives. A *novel* idea is a new idea. A *novel* was originally so called because it was a new tale. A *novelty* is a new thing. To *renovate* a house is to make it like new, to renew it. To *innovate* a style is to bring in one that is new. A *novice* is one who is new to a situation. *Nova Scotia* means New Scotland.

### Drill and Review

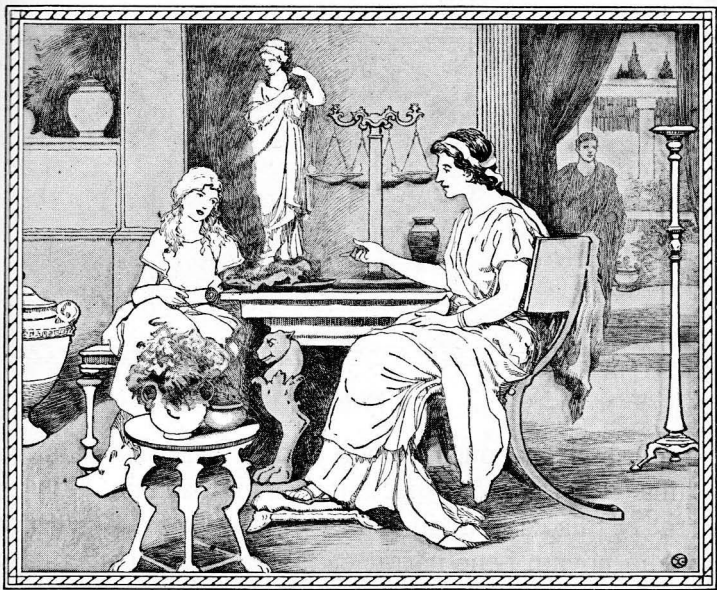
**35.** How do English and Latin adjectives differ?

**36.** Copy the following, completing the unfinished words :

1. Mātrōna stol— nov— laudat.
2. Arithmētic— puellam nōn dēlecta—.
3. Puell— parv— mātṛōnam pulchr— spectat.
4. Mātrōna et puella īnsul— magn— et lāt— vident.
5. Lingu— Latīn— amant.

**37.** Read each sentence in Latin and then translate it.

1. Mātrōna tabulam spectat. 2. Mātrōna Rōmāna tabulam novam laudat. 3. Nova pupa puellam parvam dēlectat. 4. Quis arithmēticam et linguam nunc docet? 5. Quis stolam novam quoque habet? 6. Mātrōna servam novam laudat. 7. Hodiē puella parva linguam nōn bene recitat. 8. Pictūra nova mātṛōnam superbam dēlectat. 9. Īnsulam longam spectant. 10. Mātrōna et serva puellam vident.



### ROMAN HOME LIFE

Observe the kinds of table and lamp shown here, also the chair and stool

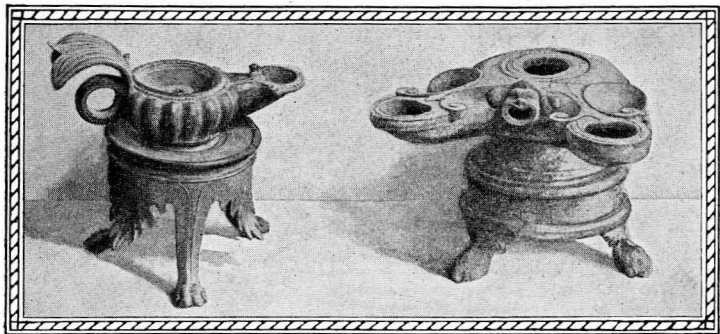
## LESSON 5

### A ROMAN LADY AND HER DAUGHTER AT HOME

Read the following exercise, *remembering to pay careful attention to the endings of the words*. You cannot read Latin as you read English, merely by seeing the meanings of the words in their order.

**38.** Novam pictūram hodiē spectō.<sup>1</sup> Mātrōnam Rōmānam et filiam videō. Mātrōna et filia sedent. Quid spectās? Quid vidēs?

Pictūram spectāmus et mēnsam<sup>2</sup> pulchram et cathedram (*chair*) et sellam vidēmus. Discipulī, quid spectātis? **5** Quid vidētis? Spectātisne<sup>3</sup> statuam? Quis vestrum (*of you*) lucernam (*lamp*) videt? Quis tabulam parvam videt?



ROMAN LAMPS

Nunc mātṛōna puellam nōn docet. Mātṛōna Rōmāna et filia statuam nōn spectant; nam mātṛōna fābulam nārrat et filia certē audit (*is listening*). Fortasse mātṛōna fābulam novam bene nārrat et fābula nova puellam par-  
 5 vam dēlectat. Quid puellam dēlectat? Quis puellam Rōmānam dēlectat? Rīdetne puella? Cūr nōn rīdet?

## 39.

## Notes

1. Spectō, *I am looking at*. At once study very thoroughly sections 40–44. You will need the information they contain before you will be able to read this lesson.

2. To us a Roman house would seem bare and empty, for the Romans had few articles of furniture. They cared more for costly materials and fine workmanship in those articles they had than they did for comfort. It is said there was probably not a comfortable bed within the walls of Rome. Their chairs too were hard and uncomfortable. Roman tables varied much in shape and attractiveness; some were very costly. Of their chairs, the *sella* was an ordinary stool, and the *cathedra* a chair with a curved back and arms. The Roman lamp was a vessel holding oil or melted grease, which was burned by a wick protruding through a hole in the top of the vessel. Often the lamps were graceful and beautiful, but they furnished a very dim and smoky light.

3. You have seen that questions are asked in Latin, as in English, by interrogative words. If there is no interrogative word in the sentence, a question may be indicated by the syllable *-ne*, which is attached to the first word of the sentence and called an *enclitic*. This syllable does for the Latin sentence what is done for the English by the interrogative order of words and an interrogation point: *as, spectāsne pictūram, are you looking at the picture?*

### Grammar

40. **Personal Endings.** In the conjugation of an English verb in the present indicative active (*I see, you see, he sees*, etc.) there is but one special *personal ending*. That is the ending *-s*, which shows the third person singular number. In Latin, however, there is a special personal ending for each person and number of the active voice, making six active personal endings. Since the person and number of a Latin verb are indicated by one of these personal endings, a personal pronoun is not required as in English. You have learned that the third person singular of a Latin verb ends in *-t*, and the third person plural in *-nt*. In the same way, in *spectō*, *I look at*, the ending *-ō* shows the person and number just as the pronoun *I* does in English.

The personal endings are

	<i>Singular</i>	<i>Plural</i>
<i>1st Pers.</i>	<i>-ō (-m) = I</i>	<i>-mus = we</i>
<i>2d Pers.</i>	<i>-s = you</i>	<i>-tis = you</i>
<i>3d Pers.</i>	<i>-t = he, she, it</i>	<i>-nt = they</i>

When the President vetoes a bill passed by Congress, he is really saying *vetō*, "I forbid (it)," and he expresses the *I* by the ending *-ō*.

41. **The Present Indicative Active.** The verbs in this exercise are in the present indicative active, a tense that expresses a simple act, or an act going on in present time. The indicative mood states a fact or asks a question. This tense is

formed simply by adding the personal endings given above to a part of the verb known as the *present stem*. It is formed very much as our English present tense would be formed were we to say *love-I, love-you, loves-he*, etc., instead of *I love*, etc.

**42. The Present Stem.** The present stems of the verbs you have learned are *vidē-*, *cūrā-*, *portā-*, *dēlectā-*, *amā-*, *habē-*, *spectā-*, *docē-*, *recitā-*, and *laudā-*. You will observe that some of these stems end in *-ā* and the others in *-ē*.

**43. First and Second Conjugations.** There are in Latin four classes, or conjugations, of verbs. They are distinguished from one another by the vowel in which the present stem ends. Verbs having a present stem ending in *-ā* belong to the First Conjugation; those having a present stem in *-ē* belong to the Second Conjugation.

The present stem of a regular verb may be obtained by dropping the final *-re* of the present infinitive active of the verb: as, *amāre, to love*, present stem *amā-*; *vidēre, to see*, present stem *vidē-*. The present infinitive active will be given in the vocabularies hereafter, to tell you to which conjugation a verb belongs. It is the second principal part.

**44. The Present Indicative Active of the First and Second Conjugations.** The present indicative active of the First and Second Conjugations is inflected as follows:

#### FIRST CONJUGATION

##### Singular

##### Plural

- |   |  |
|---|--|
| 1. <i>vo'cō, I call, am calling</i>             | <i>vocā'mus, we call, are calling</i>  |
| 2. <i>vo'cās, you call, are calling</i>         | <i>vocā'tis, you call, are calling</i> |
| 3. <i>vo'cat, he, she, it calls, is calling</i> | <i>vo'cant, they call, are calling</i> |

#### SECOND CONJUGATION

- |   |                                 |
|---|---------------------------------|
| 1. <i>mo'neō, I warn, etc.</i>            | <i>monē'mus, we warn, etc.</i>  |
| 2. <i>mō'nēs, you warn, etc.</i>          | <i>monē'tis, you warn, etc.</i> |
| 3. <i>mo'net, he, she, it warns, etc.</i> | <i>mo'nent, they warn, etc.</i> |

Observe that each form has two meanings, a present simple and a present progressive; that *-āō* becomes *-ō* in the first conjugation; and that *ā* and *ē* become short before the personal endings *-t* and *-nt*. See also section 17, note 6.

The present tenses of the model verbs are reprinted in the Appendix, page 25. Turn to that page now and locate them for future reference. When you need to review them, you will find it much more convenient to use the Appendix than to search for the particular place where they first appeared.

## 45.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<i>se'deō, sedē're</i>	seat <i>sedes, sede</i>	<i>sit</i>
<i>quid (nom. and acc.)</i>		<i>what?</i>
<i>mēn'sa</i>	<i>mesa</i>	<i>table</i>
<i>sel'la</i>	<i>sedeō sella</i>	<i>stool</i>
<i>sta'tua</i>	statue	<i>statue</i>
<i>nam, conj.</i>		<i>for</i>
<i>fā'bula</i>	fable <i>fabula</i>	<i>story</i>
<i>nār'rō, nārrā're</i>	narrate <i>narrare</i>	<i>tell</i>
<i>rī'deō, ridē're</i>	deride <i>ridere</i>	<i>laugh, laugh at</i>
<i>cūr, adv.</i>		<i>why?</i>

## 46. Application of Latin to English

## 1. Explain the meaning of the italicized words:

- A *sedentary* pursuit is not so healthful as an outdoor life.
- The *narrator* of this *fabulous* tale was greeted with derision.
- We could see his lips move, but his words were *inaudible*.

2. *Sedeō, I sit*, has a number of derivatives. To *preside* over a meeting is to sit before, in authority over, the others. The *president* is the one who sits before the others. To *super-sede* someone in command of an army means to sit over him, and, hence, to displace him. A *residence* is the place where



one habitually sits or remains. A country *seat* is therefore a country *residence*. The *residue* of an estate is that which remains or abides. When a flood *subsides*, the water settles down. *Dissident* factions in a political party sit apart from each other, and hence disagree. *Sediment* is that which settles at the bottom of a liquid. A *sedentary* occupation is one that requires much sitting, such as bookkeeping. An *assiduous* employee is one who is always sitting on his job, and hence is diligent. For the opposite idea we have the slang expression "to lie down on the job." To attend to one's duty with *sedulous* care is to do it with diligence.

3. Observe that Latin *sedeō* and Anglo-Saxon *sit* resemble each other, in spelling and meaning. Latin and Anglo-Saxon are themselves derived from an original "grandparent" language, which we call the Aryan language. *Sedeō* and *sit* are descended from a common parent word in that language.

4. *Supersede* is frequently misspelled. How should your knowledge of its derivation prevent you from misspelling it?

5. How do you account for the resemblance between *mēnsa* and Spanish *mesa*? What does each mean?

### Drill and Review \*

47. Add the personal endings to the stems *vidē-*, *cūrā-*, *portā-*, *amā-*, *habē-*, *spectā-*, *docē-*, and *laudā-*, observing the changes in spelling and quantity indicated in section 44.

48. The present stem *labōrā-* means *work*. Write, accent, and give the meanings of the present infinitive active; the present indicative active, third plural; first plural; second singular; second plural; first singular; third singular.

Do the same for *sedē-* and *nārrā-*. To which conjugation does each of these verbs belong? How do you know?

\* TO THE TEACHER. Several types of review are regularly included in this section of each lesson in order to provide a variety of material from which selections may be made. It should not be necessary for the average class to cover all the review material of all these types.

49. Answer in Latin these questions about the reading exercise of this lesson:

Quis in sellā sedet?  
 Quid in pictūrā vidētis?  
 Quid in pictūrā vidēs?  
 Quis fābulam nārrat?  
 Cūr mātṛōna fābulam nārrat?

50. What does the present infinitive active tell you about a Latin verb? What English pronouns correspond to the Latin personal endings **-mus**, **-tis**, **-s**, **-ō**, **-t**, **-nt**?

51. Write in Latin:

I look at a table. You look at a lamp. He looks at a statue. She looks at a long table. We tell a story. You tell a story. They have a new statue. Why do you laugh?

52. Read each sentence in Latin and then translate it:

1. Pictūram novam et pulchram laudō. 2. Hodīe linguam nōn recitāmus. 3. Bene recitātis. 4. Quid docēs? Docēsne arithmēticam? 5. Novam linguam docēmus. 6. Dēlectatne nova lingua puellam Rōmānam? 7. Cūr servam nōn laudās? Bene labōrat. 8. Rīdēmus quod fābulam novam nārrās. 9. Cūr sedētis? Cūr nōn docētis? 10. Mēsam parvam spectāmus; nam mēsa est pulchra.

## REVIEW 1

### 53. Vocabulary Review

There is a certain danger in learning by heart particular English equivalents of Latin words, and you will always need to be on your guard when you are translating Latin sentences. There is scarcely any Latin word for which there is one English equivalent that covers exactly the same ground as the Latin word and is always to be used in translating it. Words get their meanings largely from the context in which

they are used, that is, from the general meaning of the sentence, and thus have many shades of meaning, which should be brought out by using different English words in translating the same Latin word.

The English equivalent which you learn will assist you in remembering the *central idea* of the word, but it will frequently *not* be the best translation of the Latin word when met in a Latin sentence. This is a very important idea for you to grasp. For if you should go through your Latin course always translating the words given in the vocabulary lists by the same English equivalents, you would impoverish your English vocabulary instead of enriching it. For example, there are probably ten different English words which you should use in translating *magnus* in different contexts; the equivalent *great*, commonly given to show the key idea of the word, should rarely be used. Practice in translating Latin will be a valuable means of enlarging your English vocabulary if you constantly seek for *just the right word*. On the other hand, you can see how flat, wooden, and unnatural your translations will be if you invariably use the same word in translating a given Latin word.

In the following list are given the words of the vocabularies of Lessons 1-5 that are for permanent retention. These words should be learned with great thoroughness.

- |            |            |               |
|------------|------------|---------------|
| 1. amō     | 13. īnsula | 25. parva     |
| 2. barbara | 14. lāta   | 26. portō     |
| 3. bene    | 15. laudō  | 27. prōvincia |
| 4. cūr     | 16. lingua | 28. puella    |
| 5. cūrō    | 17. longa  | 29. quis      |
| 6. doceō   | 18. magna  | 30. quod      |
| 7. est     | 19. mērsa  | 31. quoque    |
| 8. et      | 20. nam    | 32. sed       |
| 9. fāma    | 21. -ne    | 33. spectō    |
| 10. filia  | 22. nōn    | 34. terra     |
| 11. habēō  | 23. nova   | 35. ubi       |
| 12. in     | 24. nunc   | 36. videō     |

## 54.

## Grammar Review

What are the names of the Latin parts of speech, cases, and tenses? What is meant by inflection, declension, conjugation? by case endings and personal endings? by the present stem of a verb? What nouns make up the first declension? How are verbs of the first and second conjugations inflected in the present indicative? In what way have you seen the nominative case used? In what way the accusative? In what respects does a verb agree with its subject? In what ways does an adjective agree with its noun? What asks the question in a sentence containing no interrogative word? Give the present infinitive and the present stem of each verb in section 53. Give the first person singular and plural of each verb; the second person singular and plural. Give the accusative singular of each noun in section 53.

## 55.

## Sight Translation

## SCHOLA NOSTRA

(See if you can read this passage without looking up any words.)

Schola (*school*) nostra (*our*) in Americā, nōn in Italiā est; nam America est patria (*country*) nostra. Patriam nostram amāmus. Patriam quoque cūrāmus. America hodiē nōn est terra barbara. Sed ōlim (*once*) America terra barbara erat. Quis patriam nōn amat?

5

In camerā (*room*) nunc sedēmus. Schola nostra cameram magnam habet. Longa et lāta est camera. In camerā mēnsam et sellam et statuam vidēmus. Camera nostra tabulam magnam et pictūram pulchram habet.

In pictūrā puella Rōmāna columbam cūrat. Mātrōnam quoque in pictūrā vidēmus. Mātrōna fortasse filiam laudat, quod puella parva columbam pulchram bene cūrat. Portatne puella columbam?

In tabulā Italiā antīquam vidētis. Vidētisne in tabulā īnsulam et paenīnsulam? Sicilia est īnsula. Magna est. Sed Italia paenīnsula est. Ubi Rōmam vidēs? Rōmam spectāte. Rōma magna et clāra erat. Hodiē  
5 fāma Rōmae (*of Rome*) magna est. Britanniam quoque in tabulā vidēs. Britannia antīqua erat prōvincia Rōmāna.

Scholam nostram amō et laudō. Amāsne scholam nostram? Quis scholam nostram nōn amat? Fāma scholae nostrae clāra est, quod in scholā nostrā fēmina (*woman*)  
10 linguam Latīnam bene docet. Lingua Latīna antīqua est. Sed nōbīs (*to us*) nova est. Lingua patriae nostrae nōn est Latīna. Linguam nostram amāmus. Lingua Latīna nōs (*us*) dēlectat. Fēmina nōs laudat, quod bene recitāmus. Cūr fēmina fābulam longam nōn nārrat?

## 56.

## Derivation

1. Can you tell the Latin word (and its meaning) with which each of the following English words is connected by derivation? *Magnate, antiquated, spectator, subterranean, report, bullet, portage, territory, insulate, linguist, laud, antiquity, lingo, bilingual, defamation, curate, famous, filial, magnify, nonsense, linguals, terra cotta.*

2. Collect as many English derivatives as possible from *doceō, habeō, and laudō.*

## LESSON 6

### THE ENTRANCE TO A ROMAN HOUSE

Before reading the passage, state clearly to yourself what the ending **-m** on a noun will tell you, and what the endings **-mus**, **-tis**, **-ō**, **-t**, **-s**, and **-nt** on verbs will tell you. What is the one point to remember about adjectives? What have you learned about the person and number of a verb? *Remember to look at the endings.*

57. Hodiē pictūram novam habēmus. Spectātisne, discipulī, pictūram novam? Quid in pictūrā novā vidētis?

Ego<sup>1</sup> pictūram spectō. Pictūram videō. Pictūra mē certē dēlectat; nam viam Rōmānam videō. Jūlia,<sup>2</sup> tū 5 pictūram spectās. Dēlectatne tē pictūra?

Jūlia, ego et tū pictūram nunc spectāmus. Cornēlia, tū et Lūcia pictūram spectātis. Quid vidētis? Vidētisne viam<sup>3</sup> et jānuam et tabernam? Via nōn est lāta. Jānuā est magna. Quis tabernam nōn videt? Taberna Rōmāna 10 erat parva.

Mārcus pictūram spectat. Quid is videt? Augustus et Jūlius quoque pictūram spectant. Quid vident? Quem<sup>4</sup> spectant?

Puellam<sup>5</sup> parvam Augustus et Jūlius spectant. Jūlia, 15 vidēsne eam? Ego mātṛōnam videō. Mātṛōna nōn sedet. Ea puellam parvam vocat, sed puella nōn properat. Cūr ea nōn properat?

Nunc Mārcus pictūram nōn spectat. Cūr pictūra eum nōn dēlectat?



THE FRONT OF A ROMAN HOUSE

Part of the front of a Roman house was often rented for a shop, as here. The interior of the house can be seen through the doorway at the right. The passer-by could tell little about the style or elegance of a Roman house from its exterior. Notice the shop, the narrow sidewalk, and the stepping-stones at the crossing

## 58.

## Notes

1. *Ego, I*, is a pronoun of the first person. Learn at once what is stated about personal pronouns in section 59.

2. Many English names for boys and girls come from Latin without change: as, Alma, Augustus, Clara, Cornelius, Flora, Julia, Julius, Leo, Marcus, Rufus, Stella, Virginia. Others have been changed: as, Horace, Paul, Margaret, Cecilia, Belle, Mabel, Grace, Vincent, Sylvester.

3. You must imagine ancient Rome as a network of narrow, crooked alleys rather than as a place of broad, straight avenues. Only a few streets were suitable for the passage of large vehicles; in fact, all traffic with vehicles was often forbidden except at cer-

tain hours of the day. The ordinary residence street gave the appearance of an alley with two walls, broken here and there by a doorway opening into the house wall. If the street was used for commercial purposes, the entrance to a house might be between two shops. The shops were small. The rooms of the Roman house were placed around an open court that was exposed to the sky and supplied them with light and air. Hence there were no windows in the exterior, except occasionally in the upper story. Balconies frequently projected from the second stories.

You should not think of Rome as lacking all the things that characterize a modern city; as, for instance, police and fire protection. For the Romans had *vigilēs* (*watchmen*) who patrolled the streets, especially during the night, to safeguard the life and property of citizens: Frequently slaves were trained to do this work.

4. **Quem**, *whom*, is accusative singular of the interrogative pronoun **quis**. You have met these forms of this pronoun:

<i>Nom. sing.</i>	<b>quis</b> , <i>who?</i>	<b>quid</b> , <i>what?</i>
<i>Acc. sing.</i>	<b>quem</b> , <i>whom?</i>	<b>quid</b> , <i>what?</i>

5. The normal order of words in a Latin sentence is subject, object, verb. Here the object precedes the subject. This order emphasizes the word removed from its normal position. In translating, emphasize the object.

## Grammar

**59. Nominative and Accusative Singular of the Personal Pronouns.** In the previous lesson you learned that the person of a verb is indicated by personal endings, and not by personal pronouns as in English. Personal pronouns, however, exist in Latin; and they are even used as the subjects of verbs whenever emphasis or contrast in subjects is desired: as, *amō*, *I love*; but *ego amō*, *I love*.

The Latin personal pronouns are: first person, **ego**, *I*; second person, **tū**, *you*; third person, *is*, *he*; *ea*, *she*; *id*, *it*. The following forms occur in this lesson:

<i>Nom. sing.</i>	<b>ego</b> , <i>I</i>	<b>tū</b> , <i>you</i>	<i>is</i> , <i>he</i>	<i>ea</i> , <i>she</i>
<i>Acc. sing.</i>	<b>mē</b> , <i>mē</i>	<b>tē</b> , <i>you</i>	<b>eum</b> , <i>him</i>	<b>eam</b> , <i>her</i>



## 60.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>vi'a</u>	via Albany	<i>way, street, road</i>
<u>ja'nua</u>	janitor	<i>door, doorway</i>
<u>taber'na</u>		<i>shop, store</i>
<u>vo'cō, vocā're</u>	vocal, convoke	<i>call, summon</i>
<u>pro'perō, properā're</u>		<i>hurry, hasten</i>

## 61. Application of Latin to English

## 1. Explain the meaning of the italicized words:

- Revocation* of licenses is the penalty for careless driving.
- The road crosses the valley by a *viaduct*.
- He was allowed much *latitude* in the exercise of his powers.
- His *vocation* is engineering, his *avocation* the study of birds.
- He was plainly an *egotist*.

2. Via, *way, road*, has a number of interesting derivatives. Previous means going on the road before, and hence going before. A *devious* reply is one that goes out of the straight path, and hence is wandering. To *deviate* from the course is to go out of the way. An *obvious* fact is one that comes face to face with you on the road, and hence is plain. To *obviate* a difficulty is to meet it squarely on the road, and hence to resist it and dispose of it. A coat is *impervious* to the rain when there is no (*im*) way (*via*) through (*per*) it. To *convey* a message is to accompany (*con*) it on the way, and a *convoy* is that which accompanies something on the way. An *envoy* is a person sent along the road, a messenger.

3. *Trivial* is an interesting derivative of *via, way*, with the prefix *tri-* meaning three. *Trivial* now means of slight importance, as in "trivial objections." Originally it referred to that which takes place where three *roads* meet. When we know the history of the word, we find preserved in it a miniature picture of a phase of Roman country life. It calls up a picture of three roads which meet, with perhaps a fountain

by the roadside where people came for water and remained to gossip. Hence *trivial* literally refers to the idle conversation of loiterers who gather "at the meeting of the three *roads*."

4. *Voyager* comes from *via*, *way*, and corresponds to Anglo-Saxon *wayfarer*.

### Drill and Review

62. How do you know to which conjugation *laudāre* belongs? Add the personal endings to the present stems of *laudāre* and *properāre*. Then accent the resulting words, and give the simple and progressive meanings. When do you use the auxiliary *do*, *does*, or *did* in translating a verb? (§ 17, n. 6.)

63. Give the nominative and accusative singular forms of the Latin words for *I*, *you*, *he*, *she*, *who*, and *what*.

64. Express in Latin the italicized words:

*I* am looking at a lamp, and *you* are looking at a statue. The lamp pleases *me*. Does the lamp *please* you? I see *Julia*. I call *her*, but she *does not hurry*. Marcus is looking at *the shop*. I call *him*. Does he *hurry*? *He does not hurry*. *He hurries*.

65. Copy the following, completing the unfinished words:

1. Tū statu— et mēns— pulchr— habē—.
2. Dēlectantne tē statu— et mēns—?
3. Ego proper— quod tū vocā—.
4. Mātrōna et serva propera—.

66. Read each sentence in Latin and then translate it:

1. Fīliam parvam habēō. Eam doceō.
2. Ea mē vocat, sed ego nōn properō.
3. Ego linguam amō, tū arithmētīcam amās.
4. Tē nōn laudō, quod bene hodiē nōn recitās.
5. Nunc servam vocāmus. Serva mē spectat, sed nōn properat.
6. Ubi eum vidētis? Properatne is hodiē?
7. Quem vocās? Quid spectās? Cūr rīdēs?
8. Quid tē dēlectat?
9. Taberna mē et tē certē dēlectat.
10. Lāta erat via.

## LESSON 7

### THE APPIAN WAY

In reading Latin give special attention to grouping, or phrasing. That is, read as a unit words that evidently go together to form one thought unit, such as an adjective and its noun, or a preposition and the noun it governs. You will find that this practice will enable you better to follow the thought of a sentence through to the end.

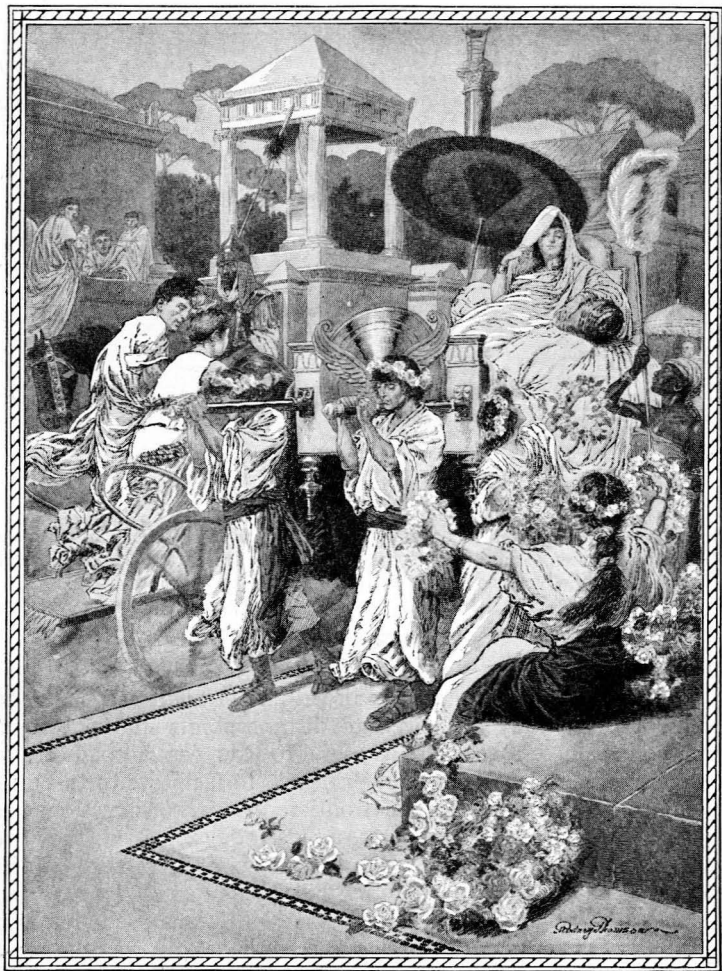
67. In hāc pictūrā (*In this picture*) viam Appiam<sup>1</sup> spectāmus. Viam lātam et plānam (*flat*) vidēmus. Fēminās<sup>2</sup> vidētis. Fēminae<sup>2</sup> sunt Rōmānae.<sup>3</sup>

Quid habent fēminae? Rosās habent. Rosae sunt  
5 rubrae et albae. Suntne pulchrae? Rosās rubrās<sup>3</sup> et albās vēndunt (*are selling*) fēminae. Rosās fēminae vēndunt quod pecūniam dēsīderant.

Lectīca<sup>4</sup> (*A litter*) magna appropinquat. In lectīcā sedet mātṛōna Rōmāna. Superba est mātṛōna. Servi  
10 validī (*Sturdy slaves*) lectīcam portant.

Nunc fēminae rosās dēmōnstrant. Mātṛōnae Rōmānae rosās semper amant. Mātṛōna superba ex lectīcā (*from the litter*) rosās pulchrās spectat. Rosae eam dēlectant. Fēminās mātṛōna vocat; nam rosās dēsīderat. "Quantī?"  
15 (*How much?* or *What is the price?*) rogat. Tum pecūniam numerat.

"Grātiās agimus. Valē!" (*We thank you. Good-by!*) clāmant fēminae. Nunc fēminae pecūniam habent. Rosās nōn habent. Pecūnia fēminās certē dēlectat. Servi  
20 mātṛōnam et rosās per (*along*) viam portant.



### A GLIMPSE OF THE APPIAN WAY

By the side of the great public roads leading out of Rome were placed tombs and memorials such as show in the background of this picture. Observe the slaves bearing a litter. At the left is visible one wheel of a *cisium*, a two-wheeled vehicle drawn by horses, for short journeys outside the city. Two persons are riding in it



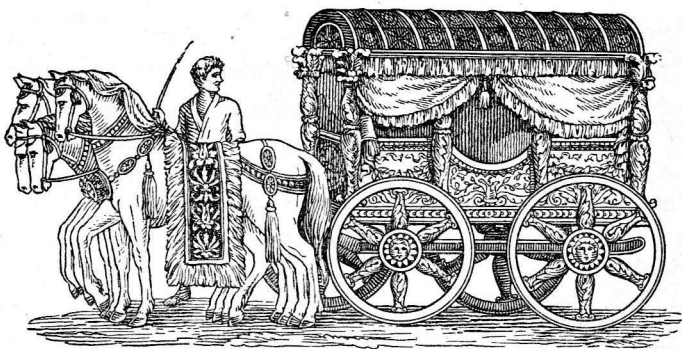
THE APPIAN WAY TODAY

Roman roads were so well made that they have survived in places to this day. The picture shows a section of the Appian Way in its present condition. Observe the blocks of stone with which the road is paved

## 68.

## Notes

1. Outside the city there were broad and straight roads leading to all parts of Italy and even to distant points in the Roman dominions. These roads were as useful to Rome as railroads are to a modern city. They were built primarily to facilitate the sending of troops and supplies to the frontier. Their construction was equal to that of our best concrete roads today; indeed, they are said to have endured hundreds of years without repairs. Their grade was easy; they cut through hills; they crossed rivers and marshes by bridges and viaducts. The width was such that two broad wagons could easily pass. The Appian Way was the most famous of the Roman roads. It extended south from Rome. Over these roads people traveled on horseback, in carriages drawn by horses, and in litters carried by slaves. The rate of travel, on the average, was about thirty miles a day. If the traveler was fortunate, he put up for the night with friends; otherwise he had to suffer the discomforts of dirty inns.



A ROMAN COVERED CARRIAGE

2. *Fēminās*, *women*, is accusative plural and the direct object of *vidētis*. Learn thoroughly at this time section 69.

3. Observe that the ending of the adjective has been changed so that it may agree with the noun it describes (§ 32).

4. The *lectīca* was a litter which was carried by slaves. It usually had a top. Its occupant might sit or recline. It was a common means of transportation inside the city. The Romans also had covered wagons drawn by horses or mules. Their means of travel were as good as the means in this country, or in England, at the time of the Revolution.

## Grammar

**69. The Nominative and Accusative Plural.** When we use an English noun in the plural, we change its spelling: as, *woman*, *women*; *girl*, *girls*. In Latin a similar change is made, and we find *fēminae* and *puellae* for the nominative plural of *fēmina* and *puella*, and *fēminās* and *puellās* for the accusative plural. You are already familiar in English with this nominative plural ending *-ae* in such words as *alumnae*, *formulae*, *nebulae*, *vertebrae*, and others.

A noun ending in *-a* or *-ae* is the subject, the doer of the action; a noun ending in *-am* or *-ās* is the direct object.

## 70.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>fē'mina</u>	feminine	woman
<u>sunt</u>		are
ro'sa		rose
ru'bra, <i>adj.</i>	ruby	red
al'ba, <i>adj.</i>	albino	white
<u>pecū'nia</u>		money
dēsī'derō, dēsīderā're	desire	wish
<u>appropin'quō</u> , appropinquā're		approach
<u>dēmōn'strō</u> , dēmōnstrā're	demonstrate	point out, show
sem'per, <i>adv.</i>		always
ro'gō, rogā're	interrogative	ask
<u>tum</u> , <i>adv.</i>		then
nu'merō, numerā're	numeral	count, count out
<u>clā'mō</u> , clāmā're	exclamation	cry out, shout

## 71.

## Application of Latin to English

1. Explain the meaning of the italicized words:

- The boy had the *effeminate* habit of using perfume.
- His extravagance soon brought him *pecuniary* difficulties.
- The president issued the annual Thanksgiving *proclamation*.



ROMAN COINS

2. *Vocō*, *I call*, has many derivatives. To *convoke* (with change of *c* to *k*) an assembly is to call it together. To *revoke* permission to do something is to call it back, to recall it. A decision is

irrevocable when it cannot be recalled. To *invoke* the aid of someone is to call upon him for it, and the *invocation* at the beginning of a religious service is a calling upon the Lord for

aid. When a speaker *evokes* great applause, he calls it forth. An *advocate* is one called upon to plead one's case, and hence a lawyer. *Provoke* goes back for its explanation to the tournaments of medieval days, when the challenger called forth his opponent. Hence *provoke* came to mean challenge, and then irritate, anger.

3. What does *femme* mean in French?

### Drill and Review

72. Conjugate *rogō* in the present indicative active.

73. Use each of the following phrases as the object of *videō*, first in the singular and then in the plural:

puella pulchra  
insula magna

via lāta  
taberna nova

fēmina Rōmāna  
rosa alba

74. Answer in Latin:

Quid portant servī validī?

Cūr fēminae rosās vēndunt?

Quis in lecticā appropinquat?

Quid fēmina numerat?

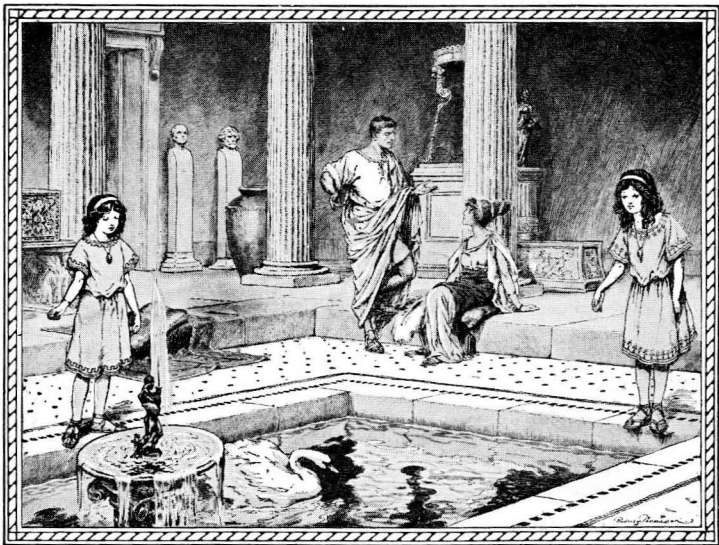
75. Express in Latin the italicized words:

1. *The Roman women wish money.* 2. *The ladies have white roses.*  
3. *We see the girls.* 4. *Rome does not have wide streets.*

76. Proceed as in previous exercises:

1. Pecūniam dēsiderāmus. 2. Tum fēminae pecūniam numerant. 3. Quid vidēs? Appropinquantne fēminae?  
4. Puellae rosās albās dēmōnstrant. 5. Fīliās pulchrās habētis. 6. Viae tabernās pulchrās habent. 7. Tūne semper tabernās spectās? 8. Eurōpa īsulās magnās habet. 9. Quid rogant? Quid rogātis? 10. Tū clāmās. Ea vocat. 11. Cūr eam dēmōnstrās? 12. Ubi sunt fēminae et puellae?





#### IN THE PERISTYLE OF A ROMAN HOUSE

The peristyle was a spacious court open to the sky. On all sides of this court was a colonnade, and in its center was frequently a pool, with sometimes a garden

### LESSON 8

#### IN THE PERISTYLE <sup>1</sup>

Do your best to get the thought of a passage through the reading of the Latin. Use your imagination. Be sure that you can recognize instantaneously all the forms thus far studied. What is the form (that is, the case and number) of *filiae*, *filiās*, *Cornēliam*, *mātrōna*?

77. Terentia, mātrōna Rōmāna,<sup>2</sup> et Flaccus, marītus Terentiae (*Flaccus, husband of Terentia*), duās filiās habent. Parvae et pulchrae sunt filiae. Ūna filia appellātur (*is named*) Cornēlia<sup>3</sup>; altera Secunda appellātur.

5 Cornēlia, puella parva et pulchra, duodecim annōs nāta est (*is twelve years old*). Secunda decem annōs nāta est.

Terentia et Flaccus Cornēliam et Secundam, filiās, maximē amant. Terentia filiās cūrat et ēducat; nam mātṛōnae Rōmānae filiās semper ēducant.

In pictūrā Flaccum <sup>4</sup> et Terentiam vidēmus. Quis videt Flaccum? Is stat, sed Terentia sedet. Ego Cornēliam ab dextrā (*at the right*) video. Tūne Secundam ab sinistrā (*at the left*) vidēs? Cornēlia et Secunda stant et aquam spectant. Quid in aquā vident?

Spectāte Flaccum. Quid Flaccus gerit (*wear*)? Flaccus togam <sup>5</sup> gerit. Cornēlia, puella parva, tunicam (*tunic*), <sup>10</sup> nōn togam gerit. Toga erat magna et longa.

## 78.

## Notes

1. The Roman house had two main parts: the *ātrium* and the *peristȳlium*. The former was a large reception room, fitted with splendor and magnificence. Tall columns supported its roof. A large opening in the roof admitted light. For a picture of an atrium see page 122. The peristyle was behind the atrium. It was surrounded by rooms which were the center of the domestic life of the Romans. See page 49 for a picture of a peristyle, and page 123 for the floor plan of a Roman house.

2. *Terentia, mātṛōna Rōmāna, Terentia, a Roman lady.* *Mātṛōna Rōmāna* tells who *Terentia* is. A noun used in this way to explain another noun without the verb *to be* is called an *appositive*. For the case, see section 79.

3. The name of a Roman girl was the feminine form of her father's family name: as, *Cornēlia*, daughter of *Cornēlius*. The second daughter was called *Cornēlia Secunda*, *Cornelia the Second*, or simply *Secunda*. The third daughter was called *Tertia*.

4. In what letter does *Flaccum* end? What case does this letter indicate?

5. The *toga* was a heavy white woolen garment, oblong in shape, like a blanket. It was not worn in the privacy of the house because it was too cumbersome. But outside the house and at all public and social functions it was the proper garb of a Roman citizen. Foreigners were not allowed to wear the *toga*.

## Grammar

**79. Agreement of an Appositive.** A noun in apposition agrees in case with the word it defines.

80.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>du'ae</u> , <i>adj.</i>	duet	<i>two</i>
<u>ū'na</u> , <i>adj.</i>	unit	<i>one</i>
<u>al'tera</u> , <i>adj.</i>	alternate	<i>the other</i>
<u>duo'decim</u> , <i>adj. indecl.</i>	<i>duo + decem</i>	<i>twelve</i>
<u>de'cem</u> , <i>adj. indecl.</i>	decimal	<i>ten</i>
<u>ma'ximē</u> , <i>adv.</i>		<i>greatly</i>
<u>ē'ducō</u> , <i>ēducā're</i>	educate	<i>bring up, train</i>
<u>stō</u> , <i>stā're</i>	station	<i>stand</i>
<u>a'qua</u>	aquatic	<i>water</i>
<u>to'ga</u>		<i>toga</i>

## 81. Application of Latin to English

1. Explain the meaning of the italicized words :

- Let nothing undermine the *stability* of our government.
- He appeared in the *dual* capacity of buyer and seller.
- The fire of the machine guns *decimated* our troops.
- The parts were sung in perfect *unison*.

2. *Stō*, *I stand*, has many important descendants. A person's *station* in life is his "standing." A gas *station* is a gas stand. A *stable* government is one able to stand. A *stable* is a place where animals stand. The *stamen* of a flower is that which stands up. *Stamina* is the power of standing up under difficulties. An *obstacle* is that which stands in the way. The constancy of your friend is his quality of standing by you. A *statue* is merely something that stands, and a person's *stature* is his height when standing. The *status* of a business firm is its financial standing. Explain *unstable*, *circumstances*, *distant*.



A ROMAN GARBED IN THE TOGA

In putting on the toga the Romans took great care to have every fold in its proper place. The arrangement of this garment was not easy, as neither pins nor buttons were used. The man wearing a toga in the picture is evidently an official, for he is preceded by lictors, one of whom is in sight

3. How is the resemblance in spelling between Latin *stō* and Anglo-Saxon *stand* accounted for? Notice that the Latin accusative *mē* is identical with the English objective *me*.

4. From *toga*, a dress worn on state occasions when it was important to dress up, we have invented the slang phrase "to tog out," meaning to dress up in all one's finery. Observe how far the dignity of the ancient toga has fallen in *togs* and *toggery*, slang words for clothes of any kind.

5. Which of the forms inclosed in parentheses is correct?

There (was, were) John Allen and his wife to be taken home.

There (was, were) John Allen with his wife to be taken home.

What principle illustrated in this lesson should help you?

## Drill and Review

82. Inflect *ēducō* and *stō* in the present indicative active.

83. Change to the accusative plural *decem puellae, filia parva, togam novam, viae lātae*.

84. What do you look for when you see an adjective ending in *-am*? in *-ae*? in *-ās*? What use in a sentence do you expect to find for a noun ending in *-am* or *-ās*?

85. In what case is an appositive? How many kinds of agreement have you now studied?

86. Express in Latin the italicized words:

Terentia, *the lady*, is walking. I see Terentia, *a Roman lady*, and her *daughter*. Do you see Cornelia and Secunda, *the little girls*? These girls, *daughters* of Flaccus, *are standing* in the atrium.

87. Answer in Latin:

Quis duās filiās habet?  
Quis ēducat Cornēliam?  
Quis ab dextrā sedet?  
Quid puellae spectant?  
Quis togam gerit?

88. Read each sentence in Latin and then translate it:

1. Britannia, insula Eurōpae (*of Europe*), est magna.
2. Italia, paeninsula Eurōpae, est longa.
3. Cornēlia et Secunda, puellae, stant, sed Terentia, fēmina, sedet.
4. Terentiam, mātērnam, in pictūrā videō.
5. Rosae aquam dēsiderant.
6. Via Appia, clāra via Rōmāna, tum erat nova.
7. Quis Cornēliam et Secundam, puellās, vocat?
8. Rosam ūnam habeō, sed tū decem rosās habēs et ea duodecim rosās habet.
9. Ubi duās puellās vidēs?
10. Tum appropinquātis et aquam clāram dēmōnstrātis.

## LESSON 9

### A STREET SCENE

When there is one word in a sentence which you do not know, try translating the sentence by putting in the unknown Latin word in place of its English meaning. You will find that the meaning of the word required by the rest of the sentence will often flash upon you. You will meet some new endings for nouns in this lesson. Make sure that you know the endings thus far met by giving rapidly the forms of *pictūram*, *puellās*, *domina*, *dominam*, *dominae*.

89. Ecce, novam pictūram hodiē habēmus.

Per viam (*Along the street*) ambulant servus<sup>1</sup> et puer<sup>1</sup> et vir.<sup>1</sup> Spectātisne servum et puerum et virum? Vidētisne jānuam? Puer et vir togās habent, sed servus togam nūllam habet. Vir est Flaccus. Puer est Pūblius, filius Flaccī 5 (*of Flaccus*). Pūblius puer nunc quīndecim annōs habet.<sup>2</sup>

Ecce, virī appropinquant. Amīcī sunt. Flaccus et filius stant et amīcōs spectant. Amīcī Flaccum salūtant, nam Flaccus multōs amīcōs<sup>3</sup> habet. Eum amīcī amant.

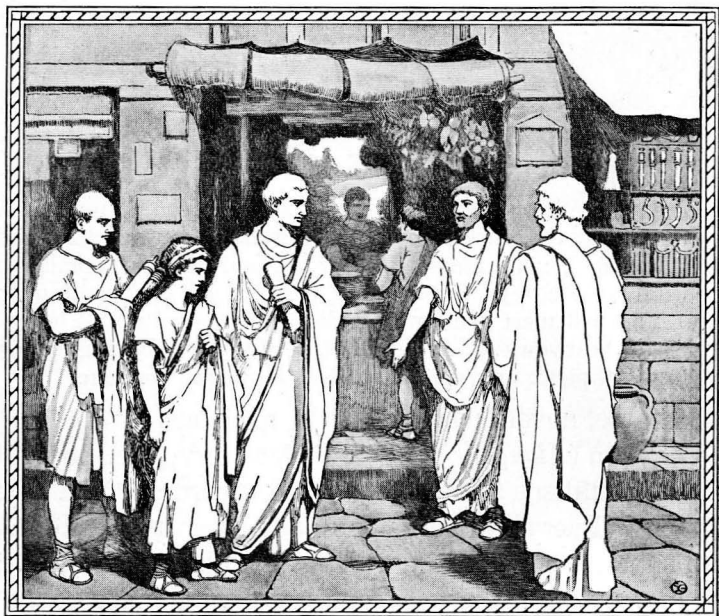
Flaccus, dominus bonus, et Terentia, domina bona, 10 servōs multōs et bonōs habent; nam dominus bonus servum bonum semper habet. Servī Rōmānī in culinā (*in the kitchen*) labōrant; aquam portant; ātrium et peristylium cūrant; puerōs et puellās docent; dominum et dominam maximē juvant.<sup>4</sup>

15

90.

### Notes

1. *Servus*, *puer*, and *vir* are masculine nouns of the second declension in the nominative singular. The accusative singular of the same nouns occurs in the next sentence. Study thoroughly at this time sections 91-93.



### A ROMAN AND HIS SON MEETING FRIENDS

Shops with their offerings are shown in the background. One of the men is accompanied by a slave, possibly a *nomenclator*, whose duty it was to prompt his master if he forgot the name of anyone who greeted him. Observe that the boy wears the toga as a street garment

2. A literal translation is one that shows the exact meaning and relation of each Latin word. The literal translation of *quīndecim annōs habet* is *has fifteen years*. But this translation is not good English. The sentence means that *Publius is fifteen years old*. This should be the translation.

3. Observe that the ending of the adjective is changed so that the word may agree with its noun (§ 32).

4. The Roman household swarmed with slaves. Captives in war were brought to Rome in crowds and there offered for sale. Greek slaves who were educated performed the services of teachers, actors, and doctors. The rich had hundreds and even thousands of



THE INTERIOR OF A ROMAN HOUSE

The view is toward the peristyle. Observe the couch, the decorated walls, and the arrangement of the columns about the peristyle

slaves. Every part of the house had a special staff of servants. When the master or mistress left the house, slaves followed ready to perform any service needed. The lot of the slave was often not unhappy. He received an allowance from his master; and if he was thrifty he might eventually buy his freedom. Sometimes he was freed by a kind or grateful master. The relation between some slaves and their masters was intimate.

### Grammar

**91. Second Declension.** Nouns of the second declension are distinguished from nouns of the first declension by their endings. Nouns of the first declension end in *-a*; nouns of the



second declension end in **-us, -er, -ir, or -um** (neuter). The forms of masculine nouns of the second declension follow:

	<i>Singular</i>	<i>Plural</i>
<i>Nom.</i>	<b>servus, puer, vir</b>	<b>servī, puerī, virī</b>
<i>Acc.</i>	<b>servum, puerum, virum</b>	<b>servōs, puerōs, virōs</b>

The endings **-us** and **-er** of the nominative singular are familiar in Latin nouns occurring in English: as, *alumnus, radius, minister, vesper*. The nominative plural ending, **-ī**, is familiar in *alumni, radii, termini, fungi*. You now know that a noun ending in **-a, -us, -ius, -er, -ir, -ae, or -ī** is nominative and subject of a verb; and that a noun ending in **-am, -um, -ās, or -ōs** is accusative and direct object of a verb.

**92. Model Nouns of the First and Second Declensions.** In the Appendix, page 15, is given the full declension of *porta*, a model noun of the first declension, and of *servus, filius, puer, and vir*, model nouns of the second declension. Turn to that page now and learn the cases thus far studied.

**93. Gender in Latin and English.** In English a noun denoting a male is in the masculine gender: as, *man, boy*; a noun denoting a female is in the feminine gender: as, *woman, girl*; and a noun denoting a sexless object is in the neuter gender: as, *war, battle*. English nouns are said to be of *natural* gender.

Latin nouns, on the other hand, have *grammatical* gender. Their gender is determined very largely by the ending, rather than by the meaning of the word. Thus, nouns of the first declension, which end in **-a**, are, with a few exceptions, feminine: as, *fēmina, puella, aqua*; nouns of the second declension ending in **-us, -ius, -ir, and -er** are masculine: as, *amicus, filius, vir, puer*; and nouns of the second declension ending in **-um** and **-ium** are neuter: as, *bellum, ātrium*. Hereafter the gender of a noun will be indicated in the vocabularies by the letters *m., f., n.*

## 94.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<i>ec'ce, interj.</i>		<i>see! behold!</i>
<i>am'bulō, ambulā're</i>	<i>amble</i>	<i>walk</i>
<i>ser'vus, m.</i>	<i>serva</i>	<i>slave, servant, manservant</i>
<i>pu'er, m.</i>		<i>boy</i>
<i>vir, m.</i>		<i>man</i>
<i>nūl'lus, nūl'la, adj.</i>	<i>nullify</i>	<i>not any, no</i>
<i>fī'lius, m.</i>	<i>filial, filia</i>	<i>son</i>
<i>quīn'decim, adj.</i>	<i>decem, duodecim</i>	<i>fifteen</i>
<i>an'nus, m.</i>	<i>annual, per annum</i>	<i>year</i>
<i>amī'cus, m.</i>	<i>amicable</i>	<i>friend</i>
<i>salū'tō, salūtā're</i>	<i>salute</i>	<i>greet, salute</i>
<i>mul'tus, mul'ta</i>	<i>multitude</i>	<i>much; many in plur.</i>
<i>do'minus, m.</i>	<i>dominate</i>	<i>master</i>
<i>bo'nus, bo'na, adj.</i>	<i>bonbon, bene</i>	<i>good, kind</i>
<i>do'mina, f.</i>	<i>dominus</i>	<i>mistress</i>
<i>labō'rō, labōrā're</i>	<i>labor</i>	<i>work, toil</i>
<i>ju'vō, juvā're</i>		<i>aid, help</i>

## 95.

## Application of Latin to English

1. Explain the meaning of the italicized words:

- The two scientists *collaborated* in their work.
- He was reduced to the condition of an *impecunious* beggar.
- We regarded his conduct as utterly *puerile*.

2. *Annus, year*, is a very important source of English words. Explain *annual*, *biannual*, *decennial*, *centennial*, *millennium*, *annuity*. An *annuitant* is a person who receives a yearly payment. A *perennial* spring is one that lasts throughout the year, and hence is everlasting. A *superannuated* employee is one who is over(*super*)supplied with years and is retired on an old-age pension. An *anniversary* day is one that returns yearly. The *annals* of a nation are its yearly records.

3. *Millennium* is frequently misspelled by the omission of one of the *n*'s. What should help you to avoid this mistake?

4. *Biennial* is derived from *bis*, *twice*, and *annus*, *year*, and, as a term which you may meet in studying general science or botany, means a plant lasting for two years.

5. What is the meaning of *amico* in Italian?

### Drill and Review

96. Give the nominative and accusative, in both numbers, of *servus*, *filius*, *puer*, *vir*, *amicus*, *domina*, *serva*, and *filia*.

97. Inflect the present indicative active of *labōrō*. Translate *salūtāmus*, *salūtās*, *salūtat*, *salūtō*, *salūtant*, *salūtātis*. Express in Latin:

We are walking. We do walk. She walks. You (sing.) do not walk. I am walking. They walk. He does work. They are working. Are you working? Why are you not working?

98. State the reason for the case of each noun and adjective and translate:

1. *Puer vocat*. 2. *Puer et vir vocant*. 3. *Puerī bonī tē salūtant*. 4. *Puer bonus mē salūtat*. 5. *Puerum bonum iuvat*. 6. *Vir puerōs bonōs iuvat*. 7. *Nūllōs amīcōs puer habet*. 8. *Nūllī amīcī eum salūtant*. 9. *Filiam et filium dominus habet*. 10. *Ubi virum vidēs? Cūr virum nōn salūtās?*

99. Express in Latin the italicized words:

I see *a man*. *Ten men* are walking. I see *a boy* and *a slave* and *my friends*. *My friends* salute the *good man*. The man greets his *kind friends*.

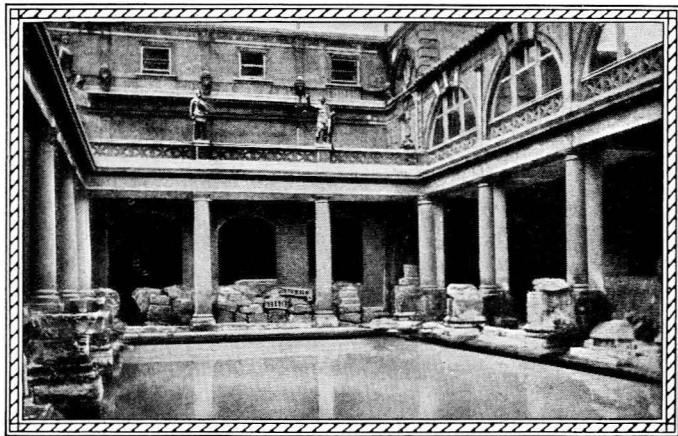
100. Answer in Latin:

Quis multōs servōs habet?

Quis multōs amīcōs habet?

Quis salūtat Flaccum?

Quid servī Rōmānī faciunt (*do*)?



A ROMAN BATH

The Romans of later times were in the habit of spending part of each day at the huge bathing establishments that were found in all the principal towns of the provinces as well as in Rome and Italy. The baths provided facilities not only for bathing but also for exercise, reading, and amusement. In fact, a Roman bath was a magnificent clubhouse or community center

101. Read each sentence in Latin and translate it :

1. Domina ūnum servum vocat. 2. Servus dominam semper juvat. 3. Mātrōna servum bonum laudat. 4. Servus bonus dominum amat. 5. Cūr puer puellam vocat? 6. Puer amicum habet. 7. Puerī amīcōs multōs habent. 8. Nūllōs servōs nunc habēmus. 9. Cūr duae puellae puerōs vocant? 10. Quis dominum et dominam salūtāt? 11. Vir duās filiās et duōs filiōs habet. 12. Quid virōs dēlectat? 13. Ego labōrō, sed is nōn labōrat. 14. Annum novum salūtāmus.



### THE FARMYARD OF A COUNTRY ESTATE

In the distance is seen the villa of the owner of the farm

## LESSON 10

### A COUNTRY SCENE

You will find several good opportunities in this lesson to solve the meaning of new Latin words through familiar related Latin words. Give the forms of *amicōs*, *villam*, *filiōs*, *filiās*, *puerum*.

102. Flaccus et Terentia in domō urbānā (*in a city house*) hieme (*in winter*) sed aestāte (*in summer*) in villā<sup>1</sup> habitant. Et domus (*house*) et villa Pūblium et Cornēliam et Secundam maximē dēlectant. Et in domō urbānā et in villā Flaccus multōs servōs habet. Servōs Flaccus laudat quod semper bene labōrant. Servi Flaccum maximē amant.

Procul villam Flaccī (of *Flaccus*) in pictūrā vidētis. Casam quoque vidētis. Campōs nōn vidētis. Galba et Lesbia, filia, casam habitant. Galba est servus et vīlicus (*manager*) Flaccī (of *Flaccus*). Galba, vīlicus, villam cūrat. Equōs et carrōs et porcōs et gallinās habet Galba.

5

Spectāte, discipulī,<sup>2</sup> pictūram.

Clāra,<sup>2</sup> quot carrōs vidēs? "Ūnum carrum videō," respondet Clāra.

Puellae,<sup>2</sup> quot equōs vidētis? "Duōs equōs vidēmus," respondent puellae.

10

Mārce,<sup>2</sup> quot porcōs vidēs? "Trēs<sup>3</sup> porcōs videō," respondet Mārcus.

Puerī,<sup>2</sup> quot gallinās vidētis? "Quattuor gallinās," respondent puerī.

Cornēli,<sup>2</sup> quot porcōs et equōs vidēs? "Quīnque porcōs et equōs," respondet Cornēlius.

Discipulī, quot gallinās et equōs vidētis? "Sex gallinās et equōs vidēmus," respondent discipulī.

Puerī et puellae, quot porcōs et gallinās vidētis? "Septem," respondent puerī et puellae.

20

Quot carrī et porcī et gallinae in pictūrā sunt? "Octō."

Quot gallinae et porcī et equī? "Novem."

Quot carrī et equī et porcī et gallinae? "Decem."

## 103.

## Notes

1. Wealthy Romans had estates in the country or at the sea-shore as well as their city homes. They kept these places up with great care and expense. Often there was not only a large house but also extensive pleasure grounds and parks, with hunting preserves and artificial lakes for the game and fish of which the Romans were fond. Many slaves were needed to take care of the country place. The manager of the country place was called a *vīlicus*.

2. Study thoroughly at this time section 104.



THE VILLA OF A WEALTHY ROMAN

3. You will be able to get the meaning of the numeral adjectives in this passage from the picture. Observe that the numerals from *quattuor* to *decem* do not change their form to agree with their nouns as do ordinary Latin adjectives.

### Grammar

**104. The Vocative Case.** You have seen the form *discipuli* several times, where the pupils were addressed. In Latin the case for the name of the person spoken to is called *vocative*. The word vocative is derived from *vocāre*, *to call*, and hence the vocative is the "calling" case. The vocative is the same as the nominative, except in nouns of the second declension ending in *-us* or *-ius*, which have *-e* and *-ī*, respectively, for their vocative singular endings: as, *Mārcus*, voc. sing. *Mārce*; *Cornēlius*, voc. sing. *Cornēlī*. Usually the context will tell you whether a noun is nominative or vocative.

The ending -e of the vocative case occurs in the well-known words "Et tu, Brute!" which Caesar is said to have addressed to his old friend Brutus when he saw him among the conspirators.

## 105.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>vīl'la</u> , f.	villa	<i>villa, country house</i>
<u>ha'bitō</u> , <u>habitā're</u>	inhabit	<i> dwell, live in</i>
<u>et . . . et</u>		<i>both . . . and</i>
<u>pro'cul</u> , <i>adv.</i>		<i>at a distance, afar</i>
<u>ca'sa</u> , f.		<i>hut, cottage</i>
<u>cam'pus</u> , m.		<i>field</i>
<u>quot</u> , <i>adj.</i>	quota, quotient	<i>how many?</i>
<u>car'rus</u> , m.	car, cart	<i>cart</i>
<u>respon'deō</u> , <u>respondē're</u>	respond	<i>reply, answer</i>
<u>e'quus</u> , m.		<i>horse</i>
<u>por'cus</u> , m.	pork	<i>pig</i>
<u>gallī'na</u> , f.		<i>hen</i>

## 106.

## Application of Latin to English

1. Explain the meaning of the italicized words:

- The newspaper has several *correspondents* in Europe.
- He exercised a *predominating* influence in the senate.
- The *habitat* of the animal is Siberia.
- If fifteen is divided by three, the *quotient* is five.

2. How will a knowledge of the fact that *labōrāre* belongs to the first conjugation assist you to spell *laboratory* correctly?

3. *Villain* is derived from *vīlla*, *farmhouse*, and meant originally "a farm-laborer." It was used in contrast to the nobility and gradually became a term of contempt as describing one without the instincts or manners of a gentleman. It was then applied to a low fellow in general, and *villainy* was



used for low conduct of any kind. It then passed easily to its present meaning, where the bad quality has been intensified. *Villain* has now become a term of extreme condemnation.

4. What is the Anglo-Saxon equivalent of *bonbon*?

5. Which of the forms inclosed in parentheses is correct?

(Him, He) and (I, me) are going together.

What grammatical principle should guide your answer?

### Drill and Review

107. Express in Latin the italicized words:

*Servants*, your masters have *good horses*. *Julia*, you recite *well*. *Julius*, I call, but *the boys* do not reply.

108. Insert the Latin words needed to complete the following sentences:

1. Videō (*one cart*) et (*five men*). 2. Vir (*four sons*) habet. 3. (*Seven horses*) et (*eight slaves*) labōrant. 4. Quis (*six boys and nine girls*) in viā videt? 5. Virī bonī (*reply*). 6. (*The good master*) laudāmus. 7. Ubi (*the Roman slaves*) vidēs?

109. Answer in Latin:

Quot sunt duo et trēs?

Quot sunt quīnque et quīnque?

Quot sunt duo et septem?

Quot sunt ūnus et sex?

Quot sunt duo et duo?

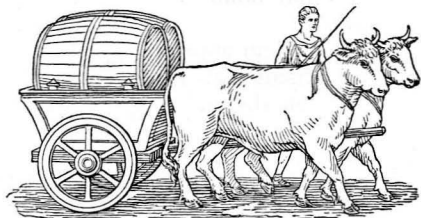
110. Express in Latin:

I have a large villa. You have a new villa. He has a good manager. We have no carts and horses. You have many carts.

111. Read and translate:

1. "Amīce mī (*my*)," rogat Cornēlius, "quot equōs habēs?" "Nullōs equōs habeo," respondet amicus.

2. Cornēlia, ubi carrum vidēs? 3. Servī, cūr nōn respondētis? 4. Amīcī, villās magnās et pulchrās habitātis. 5. Ubi tū habitās? 6. Jūlia, ubi est Mārcus? Eum nōn videō. 7. Villam habitāmus, sed casam habitātis. 8. Ego rogō; ea nōn respondet. 9. Multī virī mē juvant.



CARRUS

## REVIEW 2

112.

## Vocabulary Review

The following list contains the words of Lessons 6-10 that are for permanent retention :

37. amīcus	50. et . . . et	63. septem
38. annus	51. fēmina	64. servus
39. appropinquō	52. filius	65. sex
40. aqua	53. is	66. toga
41. bonus	54. labōrō	67. trēs
42. campus	55. multus	68. tū
43. clāmō	56. novem	69. tum
44. decem	57. octō	70. ūnus
45. dēmōnstrō	58. pecūnia	71. via
46. dominus	59. puer	72. villa
47. duo	60. quattuor	73. vir
48. ego	61. quīque	74. vocō
49. equus	62. respondeō	

113.

## Grammar Review

From your study of the last five lessons you should now be able to tell :

1. What the case of quis, quid, quem is; of is, ea, eum, eam; of ego, mē, tū, tē.

2. What case a noun or adjective is when it ends in *-a*, *-am*, *-us*, *-um*, *-er*, *-ir*, *-e*, *-ī*, *-ae*, *-ās*, *-ōs*.

3. What nouns belong to the first declension and what to the second.

4. What an appositive is, and in what respects it will be found in agreement with another noun.

5. What the vocative case is, and how it is formed.

6. How to count from one to ten in Latin.

7. When the vocative is not the same in form as the nominative; and what numerals are not changed in form to agree with their nouns.

Give the present stem of each verb in section 112; and inflect each verb in the present indicative active. Time yourself on the inflection of *vocō*. Give the nominative and accusative, singular and plural, of each noun in section 112. Give the vocative singular and plural of *amīcus*, *fēmina*, *puer*, and *filius*.

## 114.

## Sight Translation

## A VISIT TO VALERIUS

(This passage may be used for sight translation; or it may be assigned to the better pupils for reading; or it may test the pupils' powers of comprehension and translation in an examination.)

Multi Rōmānī (*Romans*) villās et fundōs (*farms*) in Italiā habent. Valerius, amīcus meus (*my*), villam pulchram et fundum lātum habet. Et villa et fundus eum maximē dēlectant. Ego et Mārcus, filius meus, et  
 5 Cornēlia, filia mea, villam Valerī (*of Valerius*) vīsītāmus (*visit*). Per (*by*) viam Appiam appropinquāmus, quod villa procul est. Nōn ambulāmus. Nullī servī mē et Mārcum et Cornēliam in lectīcā portant; nam carrum parvum et equōs bonōs habeo. Equī Cornēliam dēlectant.  
 10 Ea et Mārcus equum parvum dēsīderant. Celeriter ad (*toward*) villam per viam bonam properāmus.

"Quid," rogās, "in viā spectātis? Quem salūtātis?" In viā longā multae lecticae, multī carri, multī et pulchrī equī sunt. Servi equōs agunt (*drive*). Ancillae (*maidservants*) aquam in urnīs (*jars*) portant. Puellae stant et rosās dēmōnstrant; nam pecūniam dēsiderant. Mē et Mārcum 5 virī et fēminae salūtant, quod in viā Appiā multōs amīcōs vidēmus.

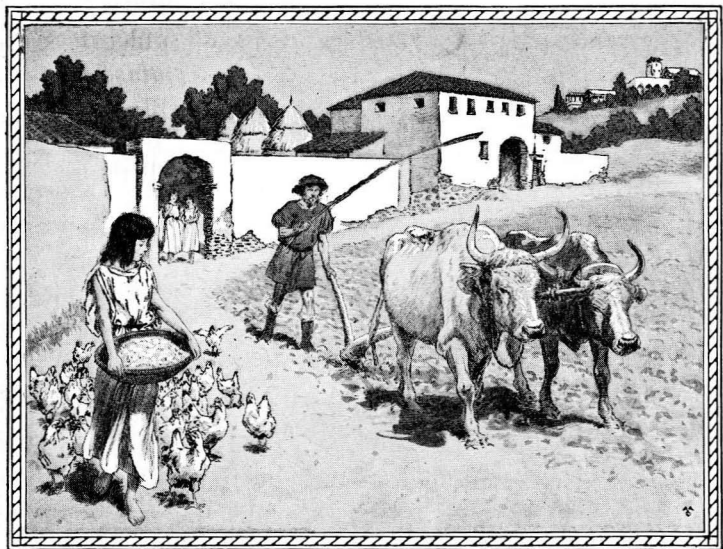
Cum pervēnimus (*When we have arrived*), Valerius carum nostrum et equōs videt. Appropinquat et "Salvē (*Greetings*), amīce," clāmat. "Valerī," respondeō, "tē 10 salūtō." Tum trēs filii et ūna filia Valerī (*of Valerius*) Mārcum et Cornēliam vident et "Salvē, Mārce! Salvē, Cornēlia!" clāmant. Quattuor puerī et duae puellae Galbam, agricolam (*farmer*), vocant. Galba bonus et fīdus (*faithful*) est. Is porcōs et gallinās, sed Valerius 15 fundum lātum dēmōnstrat.

## 115.

## Derivation

1. Tell the Latin word (and its meaning) with which each of the following English words is connected by derivation: *convocation*, *egotist*, *interrogate*, *innumerable*, *acclamation*, *unity*, *decimal*, *aquarium*, *servile*, *marital*, *elaborate*, *aquarelle*, *feminist*, *aquatic*, *servitude*, *dominate*, *inhabitable*, *perambulate*, *salutation*, *aqueduct*, *trio*, *triangle*, *multiply*, *aqueous*, *serf*.

2. Collect as many English derivatives as possible from *vocō* and *portō*.



A FARMER PLOWING

The agricultural implements of the Romans were primitive. Note the form of the plow

## LESSON 11

### ANOTHER COUNTRY SCENE

Do not forget to try to solve the meanings of new words through English derivatives. Be sure that you know the case of *quem, mē, eum, eam, tē, quid*.

116. Magister dicit (*speaks*):

"Discipulī, quam grātum est (*how pleasing it is*) vidēre<sup>1</sup> pictūram novam! Pictūra nova casam et virum et puellam ostendit (*shows*). Ostenditne<sup>2</sup> parvam et  
5 miseram casam? Quam diligenter vir labōrat! Nūllum carrum, nūllōs equōs vidēmus. Procul villam magnam vidēmus. Villam dominus habitat.

Novum est casam vidēre. Quis casam habitat? Quī<sup>3</sup> casam habitant? Fortasse agricola Galba et puella Lesbia casam habitant. Ego agricolam videō. Puerī, vōsne eum vidētis? Nunc, puerī, et ego et vōs agricolam vidēmus. Is arat. Bovēs (*Oxen*) eum juvant.

5

Nōs agricolam vidēmus,<sup>4</sup> sed Cornēlia et Secunda eum nōn spectant. Quem eae spectant? Quōs eae spectant? Eae Lesbiam et gallinās spectant.

Mārce et<sup>5</sup> Jūli, mē et vōs agricola et bovēs dēlectant, et eōs spectāmus. Sed Lesbia et gallinae Cornēliam et 10 Secundam dēlectant. Quot gallinās puellae vident?

Discipulī, quis vestrum (§ 30) bovēs videt? Quī vestrum gallinās vident? Jūli, tū nunc rīdēs; tū bovēs nōn vidēs. Jūlia, tūne eōs spectās? Jūli et Jūlia, amātisne bovēs validōs et pulchrōs? Cūr nōn respondētis?

15

Agricola labōrat et puella quoque labōrat. Ea gallinās vocat. Eās amat et cūrat. Gallinae eam nōn timent. Puella porcōs nōn cūrat. Porcōs nōn amat. Eōs timet. Itaque agricola porcōs cūrat. Is porcōs nōn timet. Eī puellam terrent. Mē porcī nōn terrent. Terrentne tē, 20 Mārce?"

## 117.

## Notes

1. **Vidēre** is the subject of **est**: *to see is pleasing*. Study section 118.

2. What English pronoun must you supply as the subject?

3. Study thoroughly sections 119–120.

4. What are the possible forms of **nōs**? Since **agricolam** is accusative, what must be the case of **nōs**?

5. **Et** is used to connect words, phrases, and clauses that express the same idea. Observe that the successive **et**'s in this sentence connect two vocatives, two accusatives, two nominatives, and two verbs.

## Grammar

**118. First Use of the Infinitive. As Subject.** The English present infinitive consists of a verb preceded by *to*: as, *to love*. The Latin present active infinitive consists of the present stem plus the ending *-re*: as, *amāre, to love* (§ 43). The present infinitive of *sum* is *esse* (Appendix, page 31).

The infinitive is used as the subject of a verb: as here, *grātum est vidēre, to see is pleasing*.

**119. Interrogative and Personal Pronouns.** The following are the nominative and accusative plural forms of the interrogative and personal pronouns:

*Plural*

<i>Nom.</i> quī, <i>who?</i>	nōs, <i>we</i>	vōs, <i>you</i>	eī, <i>they</i>	eae, <i>they</i>
<i>Acc.</i> quōs, <i>whom?</i>	nōs, <i>us</i>	vōs, <i>you</i>	eōs, <i>them</i>	eās, <i>them</i>

The gender of *they* is shown in Latin, but not in English.

**120. The Declension of Pronouns.** The full declensions of the pronouns *quis*, *ego*, *tū*, and *is* are printed in the Appendix, pages 20, 22. Locate them now.

## 121.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>magis'ter</u> , <i>m.</i>	—	master, teacher
<u>quam</u> , <i>adv.</i>	—	how! what a!
<u>mi'ser</u> , <i>mi'sera</i>	miserable	wretched
<u>dīligen'ter</u> , <i>adv.</i>	diligent	diligently
<u>agri'cola</u> , <i>m.</i>	agriculture	farmer
<u>a'rō</u> , <i>arā're</i>	—	plow
<u>va'lidus</u> , <i>va'lida</i>	valid	strong, sturdy
<u>ti'meō</u> , <i>timē're</i>	timid	fear, be afraid of
<u>i'taque</u> , <i>conj.</i>	—	and so, therefore
<u>ter'reō</u> , <i>terrē're</i>	terror	frighten, scare

## 122. Application of Latin to English

1. Explain the meaning of the italicized words:

- a. In this rocky country there is little *arable* land.
- b. He was not *deterred* by the danger.
- c. Failure to take precautions *invalidated* his claim for damages.

2. How does a knowledge of the fact that *laudō* belongs to the first conjugation assist you to spell *laudable* correctly?

3. *Ūnus*, *one*, appears in many English words. Explain *unit*, *unity*, *union*, *unite*, *reunite*, *uniform*, and *reunion*. A soldier's *uniform* is so called because it is one and the same for all in the same service. A *unicorn* is a mythical animal having one horn. A *unique* collection is the only one of its kind. The *universe* refers to all things as constituting one system. A *university* was so called because all the higher branches of learning were included in one institution. To *unify* is to make one. A *Unitarian* is one who does not believe in the Trinity, but believes that God exists only in one person. A *unanimous* agreement is made with one accord. *Onion* is the same word as *union*.

4. The resemblance between English *me* and Latin *mē*, and English *thee* and Latin *tē*, is due to the descent of Latin and English from a common parent language.

## Drill and Review

123. What are the nominative and accusative plural of *agricola*? Express in Latin *to plow*, *to fear*, and *to frighten*.

124. When is a personal pronoun expressed as the subject? What is the difference between *Eī timent* and *Eae timent*?

125. Express in Latin the italicized words:

1. I see *them* (the boys).
2. I see *them* (the girls).
3. *Who* frightens?
4. *Who* frighten?
5. We fear *you* (plur.), but *you* do not fear *us*.
6. I praise *her* and *him*.
7. *Whom* do you see?
8. *What* do you see?
9. *She* works.
10. *What a strong man* is plowing!





THE TEMPLE OF JUPITER

## 126. Answer in Latin:

1. Quem in pictūrā (p. 62) vidēs?
2. Quid in pictūrā vidētis?
3. Quis bovēs validōs habet?
4. Quem porcī terrent?
5. Quem porcī nōn terrent?

## 127. Read and translate:

1. Ego mē laudō. 2. Tū tē laudās. 3. Eum vidēmus.
4. Quis eās terret? 5. Quōs laudātis? 6. Eōs timeō, et eī nōs timent. 7. Cūr eum laudās? 8. Quem laudātis?
9. Vōs nōn terrēmus. 10. Quam dīligenter arant! 11. Quī arant? 12. Nōs arāmus, sed vōs sedētis. 13. Itaque magister nōs laudat. 14. Vir servam miseram vocat. 15. Arāre est labōrāre.

## LESSON 12

### OFF TO SCHOOL

Group together words that form one thought group. What is the form of *eōs*, *virum*, *mātrōnae*, *linguam*, *mē*, *tū*, *puerī*, *quī*, *eās*?

128. In hāc pictūrā viam Rōmānam vidēmus. Puer et vir ambulant. Vidētisne eōs? Spectāte puerum. Puer togam habet. Est Pūblius,<sup>1</sup> filius Flaccī et Terentiae (*of Flaccus and Terentia*). Spectāte virum. Vir nūllam togam habet. Is est Glaucus, servus et paedagōgus<sup>2</sup> (*attendant*). 5 Glaucus nōn est servus miser.

Pūblius et Glaucus celeriter ambulant. Quō properant? Nunc ad lūdum<sup>3</sup> (*to school*) properant. Lūdus est locus ubi puerī Rōmānī recitant. Puellās Rōmānae mātrōnae domī (*at home*) docent, sed puerōs mātrōnae Rōmānae 10 nōn docent.<sup>4</sup> Itaque Pūblius cotīdiē ad lūdum properat.

Glaucus, paedagōgus, librōs<sup>5</sup> et tabellās<sup>6</sup> portat. Lanternam (*lantern*) quoque habet. Vesper nōn est. Lanternam Glaucus portat quod puerī Rōmānī lūdum ante 15 aurōram<sup>7</sup> (*before dawn*) saepe intrant. Diligenter Glaucus Pūblium cūrat.

Pūblius magistrum bonum habet. Quam dīligenter magister docet! Pūblius arithmēticam (*arithmetic*) et linguam et historiam (*history*) recitat. Nōne<sup>8</sup> puer 20 Rōmānus linguam Latīnam bene recitāre dēbet? Bene recitāre est magistrum dēlectāre. Itaque nūllī puerī male recitāre dēbent.

## 129.

## Notes

1. *Est Pūblius, 'tis Publius or he is Publius.*

2. The *paedagōgus* (whence our word *pedagogue*) was an elderly and trustworthy slave, who was a constant companion of the young son of a Roman family, and kept him out of all harm, moral as well as physical. He went with the boy to school in the morning, remained at school during the session, and escorted him home.



READING A ROMAN BOOK

3. ~~public~~ The Roman school was often held in what the Romans called a *pergula*. This was a lean-to near some public building. The pupils were exposed to all the distractions of the city life around them. Each school had only a few boys. It was conducted as a private affair, the pupils paying the teacher a fee. The Romans had no public-school system. In the lower school boys studied reading, writing, and arithmetic; in the more advanced schools they gave attention to composition and rhetoric and public speaking, in preparation for law and politics. After com-

pleting the course in the schools of Italy boys often were sent to study in Rhodes or Athens.

4. What auxiliary verb must be used in translating *nōn docent*?

5. A Roman book was unlike ours. Its pages were not bound together, but were glued at the sides, thus making a long and unwieldy strip, which was kept tightly rolled when not in use. A reader took the roll in both hands, unrolled column after column with his right hand, and rolled up with his left hand the part read.

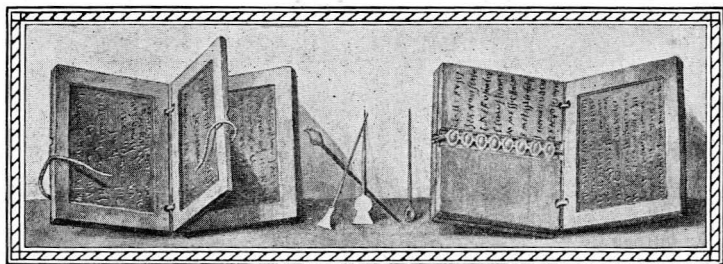
6. The *tabella* was of wood and was shaped like an old-fashioned slate, with a raised edge about a waxed surface. The writing on the wax was done with a pointed instrument called a *stilus*.

7. Because of the heat in the middle of the day the Roman school began before sunrise. In the middle of the day the pupils took a nap, after which there was another session.

8. See section 130.



A ROMAN BOY ON HIS WAY TO SCHOOL



TABLETS AND STILI

## Grammar

**130. Questions.** You have learned that a question in Latin may be asked by an interrogative word (*cūr, ubi, quis*) and by the use of the enclitic *-ne*. When *nōn* is used in a question that is asked by the enclitic *-ne*, it is put first in the sentence with *-ne* attached to it, as here. A question started by *nōnne* expects the answer "Yes." So we translate, *Ought not a Roman boy* etc. *Num* begins a question expecting the answer "No": as, *Num in lūdō est, he is not in school, is he?*

## 131.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<i>cele'riter, adv.</i>	accelerator	<i>swiftly, quickly</i>
<i>quō, adv.</i>		<i>whither?</i>
<i>lū'dus, m.</i>		<i>school, game</i>
<i>lo'cus, m.</i>	location	<i>place, spot</i>
<i>cotī'diē, adv.</i>		<i>daily</i>
<i>li'ber, m.</i>	library	<i>book</i>
<i>tabel'la, f.</i>	<i>tabula</i>	<i>tablet</i>
<i>ves'per, m.</i>	vespers	<i>evening</i>
<i>sae'pe, adv.</i>		<i>often</i>
<i>in'trō, intrā're</i>	introduction	<i>enter</i>
<i>dē'beō, dēbē're</i>	debt	<i>ought, owe, be obliged to</i>

**132. Application of Latin to English**

1. Explain the meaning of the italicized words:

- a. The child *dislocated* his shoulder.
- b. The church expects to pay off its *indebtedness* this year.
- c. He is taking a course in *pedagogy*.
- d. The signal was obeyed with *celerity*.

2. What is the meaning of the name of the famous novel about the days of Nero, "Quo Vadis?"

3. **Locus**, *place*, has numerous English descendants. A *local* anæsthetic is one applied to the place where an incision is to be made. To *locate* is to put in a certain place. A *localism* is a form of speech characteristic of a particular place. To *localize* an epidemic is to confine it to a particular place. *Locomotion* is moving from place to place: a *locomotive* (engine) moves from place to place in distinction from the stationary engine. The phrase "in lieu of" means "in place of," for *lieu* is the French form of *locus*. A *lieutenant* is one who takes the place of his superior officer in his absence. To *allocate* property to someone is to place it in his hands. To *collocate* facts is to place them together (*con*) for comparison. A *couch* (from *con* + *locāre*) is an object upon which one places oneself all together, that is, in a heap. To *dislocate* is to throw out of place. A *locule* in biology is a small place, or cell.

**Drill and Review**

**133.** Answer in Latin:

1. Quōs in pictūrā vidētis?
2. Quī in viā ambulant?
3. Quis est Glaucus?
4. Quō Pūblius et Glaucus properant?
5. Quis est Pūblius?
6. Cūr Glaucus lanternam portat?
7. Quid est lūdus Rōmānus?
8. Quid magistrum dēlectat?

**134.** Copy the following, completing the unfinished words :

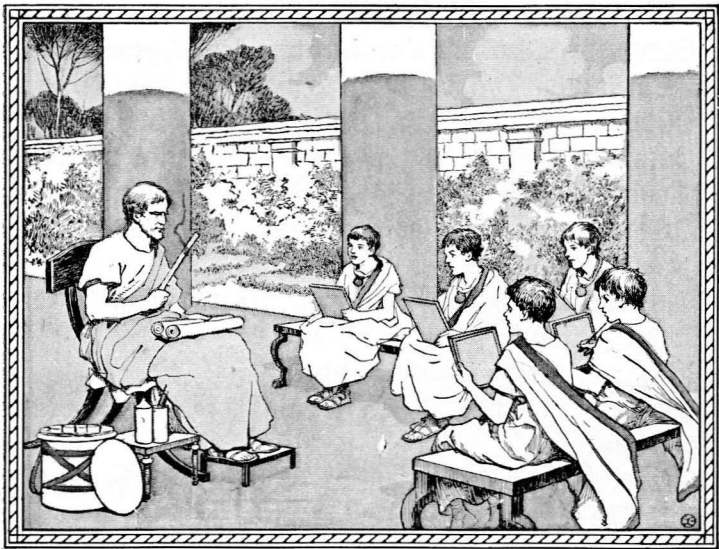
1. Quis puellās Rōmān— doce—?
2. Quis puer— Rōmān— cūrat?
3. Habetne vir fili— nūll—?
4. Quī lingu— Latīn— bene recitāre dēbe—?

**135.** Insert the needed Latin words :

1. Servus (*five new books*) portat. 2. Librī (*him and her and me*) dēlectant. 3. (*Boys*), ubi est lūdus? 4. Pictūrae (*are*) novae. 5. Servi (*to work every day*) dēbent. 6. (*Good boys*) magistrum nōn timent.

**136.** Read and translate :

1. Labōrātisne cotīdiē? 2. Nōnne labōrātis? Bonum est labōrāre. 3. Nōnne labōrāre dēbētis? 4. Quis celeriter properāre nōn dēbet? 5. Ego properāre dēbeō. Quō ego properō? 6. Servus bonus aquam portāre dēbet. 7. Hodīē recitāre dēbēmus. 8. Novum librum habeō. 9. Vōs librōs novōs nōn habētis. 10. Num librī multī eōs dēlectant? 11. Quī lūdum cotīdiē intrāre dēbent? 12. Puerī et puellae, bene recitāre semper dēbētis.



A ROMAN SCHOOL

Observe the dress of the boys, the benches on which they are seated, the chair of the teacher, and the round chest at his right in which the books are kept

## LESSON 13

### IN A ROMAN SCHOOL

You should be able to take in the thought of a considerable part of the following exercise by reading the Latin. When you can do this even with simple sentences, you are getting the power to read Latin. Give the form of *puerī*, *quōs*, *stilum*, *īnsula*, *vōs*, *magistrum*.

**137.** In pictūrā est<sup>1</sup> lūdus Rōmānus. Magistrum et quīnque puerōs vidētis. Et magister et puerī sedent. Magister est Orbilius,<sup>2</sup> vir sevērus. Pūblius,<sup>3</sup> Sextus, Quīntus, Titus, Mārcus sunt puerī.

Magister librum habet. Magister ferulam (*rod*) habet. 5  
Puerī Orbilium timent; nam magister sevērus est et ferulam habet.



ORBILIUS. Discipulī, sum parātus. Pūbli, esne parātus? Habēsne stilum (*pencil*) tuum<sup>4</sup>? Stilum tuum nōn videō.

PŪBLIUS. Sum parātus. Stilum habeo.

ORBILIUS. Quīnte et Sexte, cūr vōs parātī nōn estis?

5 Ubi sunt tabellae vestrae<sup>4</sup>? Habētisne nūllās tabellās?

QUĪNTUS. Magister, sumus parātī. Tabellās habēmus. Novae sunt tabellae.

ORBILIUS. Tandem ego et vōs parātī sumus. Mārce, quid est Britannia?

10 MĀRCUS. Britannia est īnsula magna.

ORBILIUS. Certē.<sup>5</sup> Bonus discipulus es. Tite, quid est Germānia?

TITUS. Germānia est<sup>6</sup> terra barbara et misera. Germānī (*The Germans*) saepe pugnant.

15 ORBILIUS. Ita vērō. Bene respondēs. Sed Italia et Graecia nōn sunt barbarae. Italiam et Graeciam amāre et probāre dēbēmus. Bonum est Italiam amāre.

### 138.

### Notes

1. *Est* is a form of the present indicative of the irregular verb *esse*, *to be*. Learn at once section 139.

2. *Orbilius* tells who the teacher is. A noun or an adjective so used, and connected with the subject by some form of the verb *to be*, is called a *predicate noun* or *predicate adjective*. A predicate noun or adjective is regularly in the nominative case, since it must agree with the noun it explains. Learn section 140 now.

If a noun is in the nominative case, it is, therefore, either subject of a verb or a predicate noun with a form of *sum*.

3. Not more than fifteen or twenty first names (*praenomina*) were in use among the Romans.

4. *Tuus*, *tua*, *your*, is a possessive adjective referring to one person; *vester*, *vestra*, *your*, is a possessive adjective referring to more than one person. Since they are adjectives, what will be true of them?

5. There are no words in Latin meaning exactly *yes* or *no*. Affirmative answers are given by repeating the verb, or by saying

*ita, so; certē, certainly; vērō, truly.* Negative answers are given by repeating the verb with *nōn*, or by saying *nōn* or *minimē*.

6. You have learned that the subject of a verb in the active voice tells who does something, and that there is frequently present in the same sentence a direct object in the accusative case, telling to whom the subject does something. But the verb *to be* does not really possess voice, since the subject is neither acting nor acted upon. The subject of the verb *to be* tells



PUNISHING A ROMAN SCHOOLBOY

who is something, and is frequently followed by a predicate noun or adjective in the nominative case, telling who or what the subject is.

## Grammar

**139. The Present Indicative of *Sum*.** The inflection of the present indicative of *sum* follows (see also the Appendix, page 31):

<i>Singular</i>	<i>Plural</i>
1. <i>sum, I am</i>	<i>sumus, we are</i>
2. <i>es, you are</i>	<i>estis, you are</i>
3. <i>est, he, she, it is</i>	<i>sunt, they are</i>

**140. Second Use of the Nominative.** As Predicate Noun and Adjective. The nominative is used as a predicate noun or predicate adjective.

## 141.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<i>sevēr'us, sevēr'a, adj.</i>	severe	severe, stern, strict
<i>parā'tus, parā'ta, adj.</i>	prepared	ready, prepared
<i>tu'us, tu'a, adj.</i>	<i>tū</i>	your

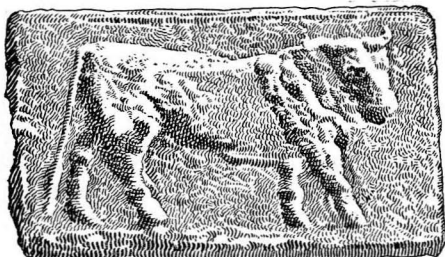
NEW WORD	RELATED WORD	MEANING
<u>ves'ter</u> , ves'tra, <i>adj.</i>	<i>vōs</i>	<i>your</i>
tan'dem, <i>adv.</i>		<i>at last, finally</i>
<u>pug'nō</u> , pug'nā're	pugnacious	<i>fight</i>
<u>pro'bō</u> , probā're	approbation	<i>approve, approve of, prove</i>

## 142. Application of Latin to English

### 1. Explain the meaning of the italicized words:

- The idea was thoroughly *repugnant* to him.
- The story is *improbable* on the face of it.

2. *Tandem* in "a tandem bicycle" or "to ride tandem" was originally a joke sprung by someone who applied it to two horses harnessed "at length" instead of side by side.



EARLY ROMAN MONEY

In very early times the Romans paid their debts with cattle. Later, when it became impossible to pay in this way, they paid with blocks of copper, each cast with the figure of an ox on it to indicate its use as money. Thus *pecus*, the Latin word for "cattle," gave to the Romans their word *pecūniā*, *money*, and to us our word *pecuniary*

3. *Pecuniary* has had an interesting history, which throws light upon one of the early periods in the development of civilized man. *Pecūniā* meant "money," and our word *pecuniary* accordingly means "pertaining to money," or "financial." But originally it meant

"cattle," then "property in cattle," and has come down to us from an age antedating the coinage of money, when men reckoned their wealth by their flocks and herds.

4. Observe that English *am* and Latin *sum* both end in *m*. In the parent language from which Latin and English are

descended the personal ending of the first person singular contained an *m* as part of its ending.

### Drill and Review

143. Inflect *pugnō*, *probō*, and *sum* in the present tense.

144. In what case is an appositive? In what case is a predicate noun?

145. Inflect in Latin:

I am a man, you are a man, he is a man, etc.

I have a friend, you have a friend, etc.

I am ready, etc.

146. Express in Latin the following direct objects of *I see*:  
carts, a new horse, the master, the farmers, ten women, five hens, the island, a teacher, the little girl, good boys, strong men.

147. Express in Latin the italicized words:

1. I am *a pupil* and you are *a teacher*. 2. You are *ready*. 3. We are *ready*. 4. They are *good servants*. 5. Who are *fighting*? 6. Who is *fighting*? 7. He has *a horse*. 8. The horse is *white*. 9. The white horse is *new*. 10. He likes *a white horse*. 11. I approve of Orbilius, *your teacher*.

148. Read each sentence in Latin and translate it:

1. Agricola sum. 2. Vester amicus sum. 3. Tū es parāta, sed nōs nōn sumus parātae. 4. Nunc estis amīcī. 5. Agricolae nōn pugnant, sed arant. 6. Tandem puerī sunt parātī. 7. Viam dēmōnstrāre dēbētis. 8. Fēminae fābulās tuās maximē laudant. 9. Mārce, fābulam nārrāre dēbēs. 10. Mārcus, amicus vester, est validus. 11. Saepe nōn bonum est pugnāre.



### BOYS AT WORK IN SCHOOL

Sometimes a school was held privately in the peristyle of a Roman house. The teacher might be either an educated Greek slave or a freedman

## LESSON 14

### A HALF HOLIDAY

Give the form of *amīcī, togās, lūdum, nōs, puerōs, liber, is, es.*

149. *Cotīdiē Pūblius et quattuor amīcī ad lūdum<sup>1</sup> ante aurōram properant. Ante vesperum domum redeunt (return home). Per viās<sup>1</sup> celeriter ambulant et lūdum intrant. Nōn saepe puerī sunt tardī; nam<sup>2</sup> iram magnam sevērī magistrī (of the stern teacher) timent.*

*Circum Orbilium sedent quīnque puerī. Spectāte puerōs. Tabellās habent. Bullās (lockets) et togās et calceōs<sup>3</sup> gerunt (they wear). Quam diligenter labōrant!*

Fortasse magister eōs saepe laudat, quod diligenter labōrant et bene recitant.

Magister, Orbilius, prope puerōs sedet. Librum habet. Fortasse liber<sup>4</sup> est novus et magistrum dēlectat.

Tandem Orbilius: "Bonī discipulī estis, et dīligentiam<sup>5</sup> vestram laudō et probō. Cotīdiē sententiam<sup>5</sup> habēmus. Hodiē nostra sententia est 'Labor omnia vincit.'<sup>6</sup> Bene labōrātis, sed diūtius labōrāre nōn dēbētis. Jam quīnta hōra<sup>7</sup> est. Hodiē erunt fēriae (*Today shall be a holiday*). Abīte domum (*Go home*). Valēte,<sup>8</sup> puerī." 10

"Tū quoque valē," clāmant puerī.

## 150.

## Notes

1. In English the objective case is used with prepositions: *as, to him* and *around them*. In Latin the accusative case is similarly used with certain prepositions. Study section 151 now.

A noun in the accusative case may therefore be the direct object of a verb, or it may be governed by a preposition.



ROMAN SHOES

2. **Nam**, *for*, at once shows you that the clause is going to explain why boys are not often late. If you will consider for a moment the meaning of an introductory conjunction, you will be more likely to grasp the thought of the sentence correctly.

3. The **calceus** was the regular outdoor shoe of the Romans. It covered the upper part of the foot and was fastened with laces or straps. The Romans did not consider it good form to wear a toga without the **calcei**. The type of the **calceus** indicated the rank of the wearer. Officials had red shoes. Indoors both men and women wore sandals.

4. What is the case of **liber**? Note that **liber** is first the subject of **est**, a verb of no voice. By what is this use of the subject often followed? What, then, is **novus**? Note that **liber** is also subject of **dēlectat**, a verb in the active voice. What is the case and use of **magistrum**?

5. Learning mottoes was a part of school training.

6. See Introduction, page xxxi.

7. The Roman day was divided into twelve hours. As each hour was one twelfth of the time from sunrise to sunset, the time and length of the hour varied with the season. The fifth hour would be about eleven o'clock.

8. **Valē** and **valēte** are the singular and plural imperative of **valeō**. They were customary terms of farewell. Study section 152 now.

## Grammar

**151. Second Use of the Accusative. As the Object of Prepositions.** The accusative is used as the object of certain Latin prepositions: **as, ad lūdum, to school**; **ante aurōram, before dawn**; **per viās, through the streets**.

**152. Present Active Imperative.** The imperative is used in expressing commands. The singular imperative of a verb is the same as the present stem of that verb; the plural is formed by adding **-te** to the present stem. You now understand the form **spectāte**, which you have met several times. See the Appendix, page 29.

## 153.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>ad</u> , <i>prep. with acc.</i>		<i>to, toward</i>
<u>an'te</u> , <i>prep. with acc.</i>	<i>ante bellum</i>	<i>before, in front of</i>
<u>per</u> , <i>prep. with acc.</i>	<i>per annum</i>	<i>through</i>
<u>tar'dus</u> , <i>tar'da, adj.</i>	<i>tardy</i>	<i>slow, late</i>
<u>ī'ra</u> , <i>f.</i>	<i>ire</i>	<i>anger</i>
<u>cir'cum</u> , <i>prep. with acc.</i>	<i>circumnavigate</i>	<i>around</i>
<u>pro'pe</u> , <i>prep. with acc.</i>		<i>near</i>

NEW WORD	RELATED WORD	MEANING
<i>dīligen'tia, f.</i>	<i>dīligerter, diligence</i>	<i>diligence, industry</i>
<i>nos'ter, nos'tra, adj.</i>		<i>our</i>
<i>senten'tia, f.</i>	sentence	<i>motto, opinion</i>
<i>diū'tius, adv.</i>		<i>longer</i>
<i>jam, adv.</i>		<i>now, already</i>
<i>quīn'tus, quīn'ta, adj.</i>	quintet	<i>fifth</i>
<i>hō'ra, f.</i>	hour	<i>hour</i>
<i>va'lē, valē'te</i>		<i>good-by, farewell</i>

### 154. Application of Latin to English

#### 1. Explain the meaning of the italicized words:

- He was afraid to confront his *irate* old uncle.
- Progress was *retarded* by many obstacles.
- His speech was filled with pithy and *sententious* sayings.
- That event *antedated* the war.

2: *Calceus, shoe*, is derived from *calx, heel*, and was so named because it covered the heel and instep, leaving the toes exposed. From *calx* comes an interesting derivative, *recalcitrant*. When we say that a boy is "recalcitrant," we mean that he is insubordinate. It applied originally to an animal that "kicks back its heels." In English also "to object" is "to kick."

3. *Carrus, wagon*, has had a most eventful history in English. It appears directly in the shortened form *car* and in the longer form *chariot*, a two-wheeled wagon. A *cargo* was originally a wagonload, then any load, and finally a shipload, from which all trace of the original meaning has vanished. To *carry* meant originally to transport by wagon. Now it means to transport in any way, even by hand. *Carriage* meant originally what is carried about. Now it means a vehicle for carrying. It also means the manner of "carrying oneself," as in "The general walked with dignified carriage."



### Drill and Review

**155.** What two uses of the nominative case do you know? of the accusative case?

**156.** Should you use *valē* or *valēte* if you were bidding *friends* good-by? if you were bidding *Cornelia* good-by?

**157.** Insert the needed Latin words:

1. Estne Mārcus (, *the fifth boy*,) filius tuus?
2. Virī, (*your opinion*) probāmus.
3. Cūr (*in front of the teacher*) stās?
4. Puellae, (*your diligence*) laudō.
5. (*Whom*) prope eum vidēs?
6. (*Quickly*) properant quod (*late*) sunt.

**158.** Express in Latin the italicized words:

1. A servant is sitting *near the cottage*. 2. We are *in front of the villa*. 3. Boys and girls walk *through the streets*. 4. They sail *around the island*. 5. Men are walking *toward us*, but we do not dread *them*.

**159.** Read each sentence in Latin and translate it:

1. Circum nōs virōs et fēminās vidēmus. 2. Num diūtius ante tē servus ambulat? 3. Ad mē agricola jam properat. 4. Prope eam puellās videō. 5. Magister vester puerōs vocat. 6. Nōne quīnta hōra est? Cornēlia, es tarda. Properā. 7. Per Italiam ad Germāniam properāmus. 8. Valēte, amīcī. Ad lūdum properāre dēbeō. 9. Quem ad vōs vocātis? 10. Mārce, tua dīligentia magistrum nostrum dēlectat. 11. Puerī, tardī estis. Ad lūdum properāre dēbētis.

## LESSON 15

### A ROMAN SOLDIER

Give the form (all possibilities) of *nōs*, *vōs*, *eōs*, *galeam*, *eam*, *puerum*, *puellae*, *quis*, *galea*, *puella*.

160. Bellum<sup>1</sup> *nōs* *nōn* dēlectat<sup>2</sup>; neque bella probāmus. *Nōs* bellum<sup>3</sup> vehementer timēmus.<sup>4</sup> Bella *nōs* semper terrent. Sed *Rōmānī* (*the Romans*) antīquī<sup>5</sup> bella amant. Neque vir *Rōmānus* neque puer *Rōmānus* bellum timet.<sup>6</sup> Proelia et perīcula *eōs* *nōn* terrent. *Nōs* bella longa *nōn* 5 amāmus. Puerī et puellae, amātisne proelia et perīcula?

Flaccus Lūcium, filium, saepe laudat quod nūllum perīculum eum terret. Puerī, quis *vōs* laudat quod *vōs* perīculum *nōn* terret?

Galea et gladius et scūtum et pīlum sunt arma *Rōmāna*.<sup>7</sup> 10 In pictūrā virum vidētis. Miles est (*He is a soldier*). Galeam et gladium et pīlum et scūtum habet. Vidētisne galeam? Estne gladius *Rōmānus* longus? Estne pīlum longum? Quot pīla portat vir? Quot scūta habet vir?

### 161.

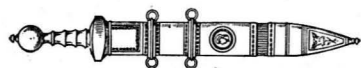
### Notes

1. *Bellum*, *war*, is a neuter noun of the second declension. Study section 163 now. Neuter nouns of the second declension end in *-um*. The nominative and accusative cases are alike. Compare the declension of *proelium* with that of *servus* (Appendix, page 15).

	Singular	Plural
Nom.	bellum	bella
Acc.	bellum	bella

These endings are found in Latin neuter nouns occurring in English: as, *memorandum, memoranda; datum, data*.

You now know that if a noun ends in **-um** it may be either accusative singular (of a masculine noun) or nominative or accu-



ROMAN SWORD, SHEATHED AND  
UNSHEATHED

sative singular (of a neuter noun); and that if a noun ends in **-a** it is either nominative singular (of a noun of the first declension) or nominative or accusative plural (of a neuter noun of the second declension).

2. What are the possible cases

of **bellum**? What are the possible cases of **nōs**? Note that you cannot tell which is subject (nominative) and which is direct object (accusative) until you come to the verb. How would the form of **dēlectat** settle the problem, if the meaning did not?

3. What are the two possible cases of both **nōs** and **bellum**?

4. How do the meaning and form of **timēmus** settle the cases of **nōs** and **bellum**?

5. What noun does **antiqui** modify? How do you know? Study section 162 now.

6. Why is **timet** in the singular number?

7. As defensive armor the Roman soldier had a helmet and coat of leather reënforced by metal. Often the helmet was made of iron. His weapons of offense were the sword and javelin. The sword was about two feet long and hung on a belt, which passed over the left shoulder. The javelin, a lance about six feet long, was hurled with great effect before the soldier engaged the enemy in a hand-to-hand combat with his sword. The Roman shield was about four feet long and two feet wide, and was usually made of wood.

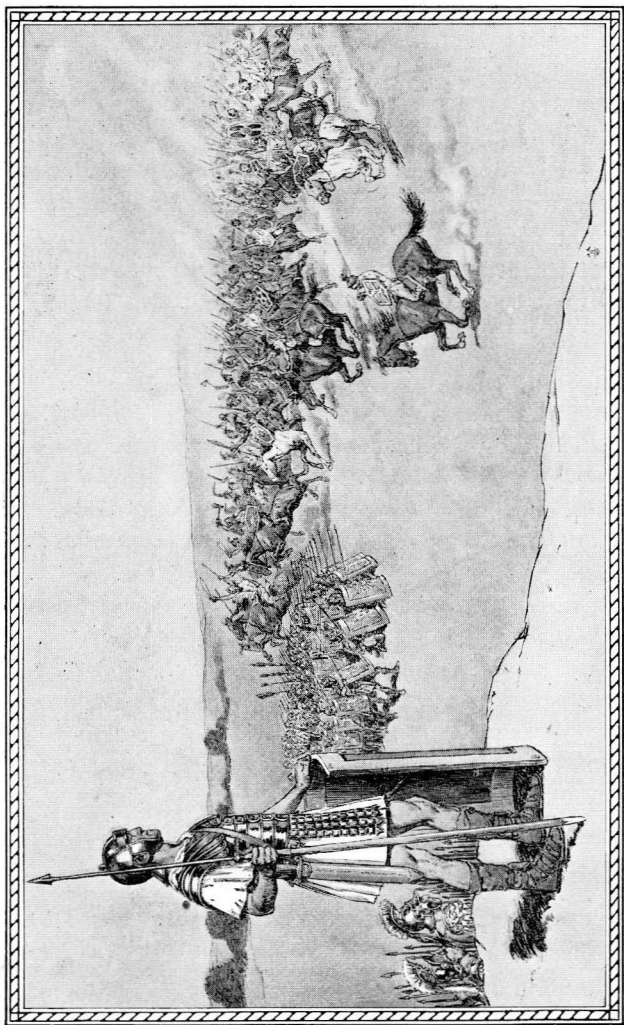


A DRAWING BY A  
ROMAN SOLDIER

A soldier drew on the wall of barracks in Pompeii this caricature of one of his officers

## Grammar

**162. The Declension of Adjectives.** Since an adjective agrees with the noun it modifies in gender, number, and case, each adjective must have a masculine, feminine, and neuter form: as, **bonus filius, bona puella, bonum scūtum**.



A ROMAN SOLDIER

The masculine, **bonus**, is declined like **servus**; the feminine, **bona** like **puella**; and the neuter, **bonum**, like **bellum**. See the declension of **bonus**, Appendix, page 17.

Hereafter the nominative of the three genders of a Latin adjective will be given in the vocabularies.

**163. Gender.** Nouns of the first declension are feminine (with the exception of a few words: as, **agricola**, *farmer*; **nauta**, *sailor*; **poëta**, *poet*).

Nouns of the second declension ending in **-us**, **-er**, and **-ir** are masculine; those ending in **-um** are neuter.

## 164.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<b>bel'lum</b> , <i>n.</i>	belligerent, <i>ante bellum</i>	war
<b>ne'que</b> , <i>conj.</i>		and not
<b>vehemen'ter</b> , <i>adv.</i>		earnestly, greatly
<b>ne'que . . . ne'que</b>		neither . . . nor
<b>proe'lium</b> , <i>n.</i>		battle
<b>peri'culum</b> , <i>n.</i>	perilous	danger, peril
<b>ga'lea</b> , <i>f.</i>		helmet
<b>gla'dius</b> , <i>m.</i>	gladiator	sword
<b>scū'tum</b> , <i>n.</i>		shield
<b>pī'lum</b> , <i>n.</i>		javelin
<b>ar'ma</b> , <i>n. plur.</i>	arms	arms

## 165.

## Application of Latin to English

1. Explain the meaning of the italicized words:

- The eleventh of November is celebrated as *Armistice* Day.
- He assumed a very unfriendly and *bellicose* attitude.

2. The *gladiolus* is so called because of its swordlike leaves.

A *gladiator* is one who fights with a sword.

3. Many of the Latin prepositions appear as prefixes in English. Show the force of the prefix in the following words:

**ad**: *advent, adhere, adjective, adverb*

**ante**: *anteroom, antecedent, antedate*

**per**: *perennial, perforate, percolate*

**circum**: *circumnavigate, circumference, circumstance*

Do not confuse the Latin prefix **ante**, meaning *before*, with the Greek prefix **anti**, meaning *against*. *Anteprohibition* days are the days *before* prohibition; an *antiprohibitionist* is one who is *against* prohibition.

4. Observe that *belligerent, rebellion, bellicose*, and *rebel* are all spelled with *ll* except *rebel*. Form a simple rule which will assist you to spell the derivatives of **bellum**.

5. Which of the forms inclosed in parentheses is correct?

Neither John (nor, or) his brother (was, were) there.

## Drill and Review

**166.** How is the gender of Latin nouns largely determined? What nouns of the second declension are masculine? What nouns are neuter?

**167.** Write the nominative and accusative, singular and plural, of the three genders of **lātus**, **magnus**, and **clārus**. Arrange your work after the plan followed in the Appendix, on page 17, in the model adjective **bonus**, **bona**, **bonum**.

**168.** Express in Latin the italicized words:

1. *A new danger* frightens us. 2. I see *the tardy boy*. 3. *The new servant* works well. 4. They have *long javelins*. 5. *Large shields* protect the men. 6. They fear *many battles*. 7. *No girls* are in the villa. 8. I see *no girls*.

**169.** Is "a good farmer" **agricola bonus** or **agricola bona** in Latin?

**170.** Express in Latin:

1. He is a famous poet. 2. You are sturdy sailors. 3. Our farmers are plowing. 4. Do they not praise the famous poets? 5. I see no sailors. 6. You do not see wretched farmers, do you? 7. Who is walking before the sturdy sailor? 8. Why are the farmers late?

**171.** Read each sentence in Latin and translate it :

1. Neque bella longa neque perīcula magna puerōs Rōmānōs terrent. 2. Quis pīla ad virum portat? 3. Quō gladiōs et pīla per viam portātis? 4. Valēte, puerī. Nōn diūtius labōrō. 5. Quem perīculum nōn terret? 6. Magister clārus fābulam nārrat. 7. Labōrāre, nōn pugnāre dēbētis. 8. Agricolaē Rōmānī saepe sunt miserī. 9. Circum tē amīcōs tuōs videō.

### REVIEW 3

#### 172. Vocabulary Review

The following list contains the words of Lessons 11–15 that are for permanent retention :

75. ad	87. locus	99. quam
76. agricola	88. magister	100. quō
77. ante	89. miser	101. saepe
78. arma	90. neque	102. tardus
79. bellum	91. neque . . . neque	103. terreō
80. circum	92. noster	104. timeō
81. dēbeō	93. per	105. tuus
82. gladius	94. perīculum	106. valeō
83. hōra	95. probō	107. vehementer
84. itaque	96. proelium	108. vesper
85. jam	97. prope	109. vester
86. liber	98. pugnō	

#### 173. Grammar Review

Be sure you have thoroughly learned :

1. How the present indicative of **sum** is inflected.
2. A second use of the nominative — as a predicate noun or adjective. With what verb?
3. The nominative and accusative forms of neuter nouns of the second declension.

4. The gender of nouns of the first and second declensions.
5. The forms that an adjective must have to agree with the different forms of nouns you have studied.
6. The nominative and accusative plural of the personal and interrogative pronouns.
7. The use of the infinitive as subject of a verb. What is the gender of a predicate adjective used when the infinitive is a subject?
8. A second use of the accusative — with prepositions.
9. The three words that indicate questions when there is no interrogative word in the sentence; and the kind of question asked by each of these three words.
10. How the imperative is formed and used.

Give the present stem of each verb in section 172; and inflect each in the present indicative active. Time yourself on the inflection of the present of *sum*. Give the nominative and accusative, singular and plural, of each noun in section 172. In what respects does a Latin adjective agree with its noun? an appositive with its noun?

## 174.

## Sight Translation

## ROMAN ROADS

Ego et quīnque amīcī prope magistrum nostrum stāmus. Nūllōs librōs portāmus, quod nōn jam in scholā (*school*) sumus. Nūllōs librōs habēre est grātum (*pleasant*). Viam propinquam (*near-by*) spectāmus.

“Ante vōs, puerī,” inquit (*says*) magister, “viam 5 Appiam vidētis. Quam pulchra via est! Multās viās habēmus, sed via Appia maximē pulchra et clāra est. Appius Claudius, vir Rōmānus et clārus et bonus, hanc (*this*) viam mūnīvit (*constructed*). Diligentiam Appī (*of Appius*) nōs Rōmānī probāmus, itaque via Appia ap- 10 pellātur (*it is called*). Per viam Appiam ad Brundisium appropinquāmus. Brundisium est locus unde (*whence*) ad



Graeciam nāvigāmus (*sail*). Appium certē laudāre dēbēmus. Bonum est virum bonum laudāre.

“Multās viās lātās et longās et plānās (*flat*) in Italiā habēmus, quod ad Graeciam et Galliam et prōvinciās et  
5 terrās longinquās (*distant*) celeriter properāre necesse est (*it is necessary*). Per viās militēs (*soldiers*) saepe properant. Quō properant? Arma et gladiōs portant; nam bellum eōs vocat. Militēs neque perīcula neque proelia timent. Quid eōs terret? Quī eōs terrent? Neque miserī sunt;  
10 nam patriam amant et prō (*for the sake of*) patriā pugnant. Per viās equī et carrī cibum (*food*) et frūmentum (*grain*) portant; virī et fēminae ad villās properant; puellae et servī rosās dēmōnstrant et pecūniam vehementer dēsiderant. Via Rōmāna est locus ubi amīcōs saepe vidēmus.  
15 “Sed vesp̄er appropinquat. Domum (*home*) properāre dēbētis. Tardī esse nōn dēbētis. Valēte, puerī.”

## 175.

## Derivation

1. Tell the Latin word (and its meaning) with which each of the following English words is connected by derivation: *intimidate, validity, commiserate, invalid, locate, libretto, pedagogy, debtor, reparation, probation, vehement, debit, celerity, prerogative*.

2. Collect as many English derivatives as possible from *pugnō* and *videō*.

## LESSON 16 (Optional)

### A ROMAN TEMPLE \*

Give the form (all possibilities) of *bella, agricola, arma, longa, ea, agricolam, virum, scūtum, gladium, proelium, filium*.

176. Templum est locus ubi Rōmānī<sup>1</sup> (*the Romans*) deōs et deās adōrant. Neque est<sup>2</sup> parvum aedificium.

In pictūrā est templum magnum et pulchrum. Est templum Jūnōnis<sup>3</sup> (*of Juno*). Hic Rōmānī Jūnōnem, maximam deam, adōrant. Multae sunt deae Rōmānae, 5 sed Jūnō maxima est.

Spectāte pictūram. Vidēte columnās. Sex columnae altae et pulchrae templum splendidum ōrnant. In templō est statua. Quis statuam nōn videt? Statuam Jūnōnis spectātis. Quam alta est statua! Quam pulchrae sunt 10 columnae! Grātum (*pleasing*) est templum spectāre.

Ante templum est āra. Prope āram vir sacrificium pūblicum parat. "O Jūnō," clāmat vir, "nōs Rōmānī tē adōrāmus. Spectā nōs. Nam dōnum ad tē portāmus."

Ad<sup>4</sup> templum multī virī properant. Fortasse dōna por- 15 tant, quod dōna deam dēlectant. Sacrificium quoque deam dēlectat. Bonōs dea cūrat.

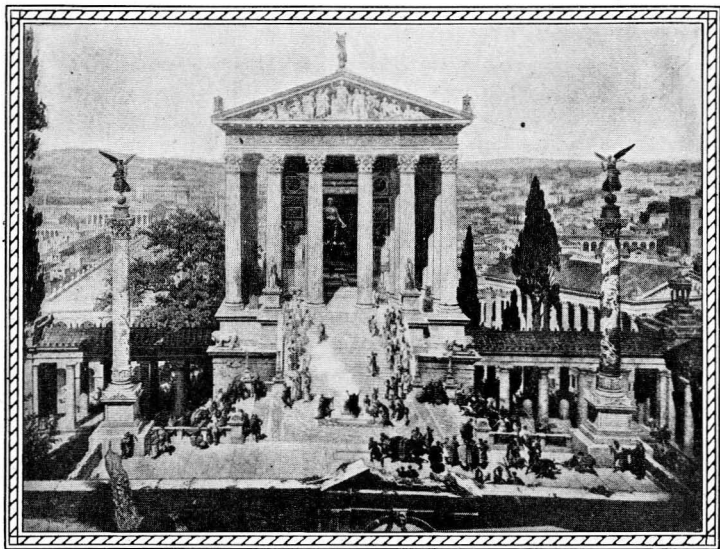
Procul vidētis Rōmam. Nōnne vidētis aedificia et viās et alia (*other*) templa? Multī Rōmam magnopere amant.

20

\* A description of some Roman temples will be found in the following books:

BANKS. *The Seven Wonders of the Ancient World*, pp. 101-125.

LOVELL. *Stories in Stone from the Roman Forum*, pp. 67-82, 141-226.



A TEMPLE OF JUNO

This is a reconstruction of the temple of Juno Moneta at Rome. Here was located the mint of Rome, and from the name **Monēta** our word *money* comes

## 177.

## Notes

1. In English we often use adjectives as nouns: as, *the brave, the good*. Latin adjectives are similarly used: as, *bonī, the good, good men*; *bona, good things, possessions*. Here the masculine plural of the adjective *Rōmānus* is used as a noun. You will find other examples of this usage in this lesson.

2. What pronoun must you supply as subject?

3. Juno, the most queenly of the goddesses, was the wife of Jupiter. She was regarded as the embodiment of womanly virtues and dignity, and was especially worshiped as a guardian of women. There was a splendid temple in her honor at Rome.

4. When you see the preposition *ad* followed by a noun referring to a place, you may be sure that the verb is going to express *motion toward* that place.

## 178.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
tem'plum, <i>n.</i>	temple	<i>temple</i>
de'us, <i>m.</i>	deify	<i>god</i>
de'a, <i>f.</i>	<i>deus</i>	<i>goddess</i>
adō'rō, adōrā're	adore	<i>worship</i>
aedifi'cium, <i>n.</i>	edifice	<i>building</i>
hīc, <i>adv.</i>		<i>here</i>
ma'ximus, -a, -um	maximum	<i>greatest, largest, very large</i>
colum'na, <i>f.</i>	column	<i>column</i>
al'tus, -a, -um	altitude	<i>high, tall</i>
splen'didus, -a, -um	splendid	<i>fine, splendid</i>
ōr'nō, ōrnā're	adorn	<i>deck, adorn</i>
ā'ra, <i>f.</i>		<i>altar</i>
sacrifi'cium, <i>n.</i>	sacrifice	<i>offering</i>
pū'blicus, -a, -um	public	<i>public</i>
pa'rō, parā're	prepare, <i>parātus</i>	<i>make ready, prepare</i>
dō'num, <i>n.</i>	donate	<i>gift</i>
magno'pere, <i>adv.</i>		<i>greatly</i>

## 179. Application of Latin to English

1. Explain the meaning of the italicized words:

- He has an *exalted* opinion of himself.
- The emperor Augustus was *deified* by the Romans.
- The *donor* of the prize preferred to remain anonymous.
- This *maxim* he followed throughout his life.

2. *Janitor*, from *jānuā*, *door*, means literally "doorkeeper."

3. *Parāre*, to *prepare*, to *make ready*, has many English derivatives. To *repair* a house is to make it ready again. *Reparations* were demanded from Germany to make good the injuries done by her in the war. *Irreparable* injuries are those which cannot be made good again. To *pare* an apple



A ROMAN SACRIFICE

is to make it ready in a very special sense. To *separate* is to make ready apart and hence, to divide. An *apparatus* is something made ready. In Italian the Latin verb *parāre* developed a special meaning of guarding, warding off. From this use comes *parasol*, something that wards off the sun. A *parachute* is an apparatus for warding off a fall.

4. How will a knowledge of the derivation of *separate* assist you to avoid a common mistake in spelling it?

### Drill and Review

180. Express in Latin the italicized words:

1. *She is preparing food.* 2. *What does he prepare?* 3. *We prepare gifts.* 4. *They adore both the gods and the goddesses.* 5. *The new buildings are very large.* 6. *I see your gift.* 7. *Our gifts are many.*

**181. Answer in Latin :\***

1. Quid Rōmānī ad templum portant?
2. Quid ante templum vidētis?
3. Cūr Rōmānī ad templum dōna portant?
4. Quid est templum Rōmānum?

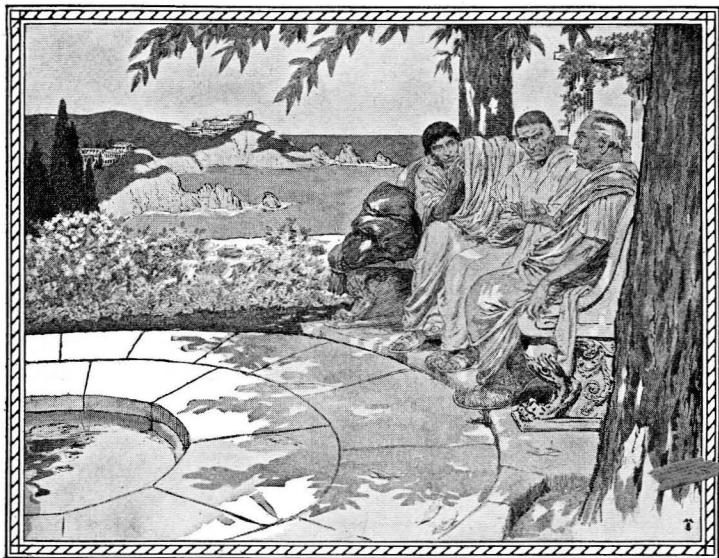
**182. Copy the following, completing the unfinished words :**

1. Templ— sunt maxim—.
2. In pictūrā videō aedifici— splendid—.
3. Prope ār— vir sta—.
4. Vir est alt—, sed puella nōn est alt—.

**183. Read each sentence in Latin and translate it :**

1. Nunc Rōmānī proelium parant. 2. Virī gladiōs et scūta et pīla parant. 3. Deī Rōmānōs juvant quod Rōmānī ad templa dōna portant. 4. Perīculum pūblicum est maximum. 5. Ubi aedificia alta vidētis? 6. Neque deī neque deae vestra dōna probant. 7. Arma templa Rōmāna ōrnant. 8. Ante templum stō. Ubi stās? Templum mē dēlectat. 9. Ea librōs, dōnum novum, laudat. 10. Germānī Eurōpam habitant. 11. Bonōs laudāre dēbēmus. 12. Multī ante templum stant. 13. Bonī amīcōs multōs habent. 14. Vir altus ad templum appropinquat. Neque dōnum portat.

\* TO THE TEACHER. Additional questions of this type can readily be asked.



#### IN THE GARDEN OF A VILLA

Wealthy Romans had villas by the sea as well as estates in the interior of Italy

### LESSON 17

#### THE GARDEN OF A ROMAN VILLA

In this lesson you will meet the endings of a case that is new to you. Give the forms of *vīlla*, *templā*, *ea*, *dōnum*, *amicum*, *deōs*, *deās*, *nōs*, *vōs*, *is*. If you observe a form of a noun that cannot be either nominative or accusative, see if you cannot tell the idea of the new case from the rest of the sentence.

184. Italia est patria Terentiae.<sup>1</sup> Italia est patria Cornēliae et Secundae, filiārum<sup>1</sup> Terentiae. Italia est patria Flaccī.<sup>1</sup> Italia est patria Pūbli, fili Flaccī, et amicōrum<sup>1</sup> Flaccī. Italia, patria Rōmānōrum, paeninsula  
5 longa Eurōpae est. Italia est terra pulchra.

Pulchra est ōra maritima Italiae. Ampla vīlla Flaccī

et Terentiae prope ōram maritimam est; nam villae Rōmānōrum<sup>2</sup> prope ōceanum saepe sunt. Hic Flaccus et Terentia per aestātem (*through the summer*) manent.

Inter ōram et villam est hortus. Circum hortum est mūrus. Mūrus hortī nōn altus est. Neque novus est. 5 Hortus cōpiam rosārum et violārum (*violets*) habet, quod terra est fertilis (*fertile*). Hic castaneae (*chestnut trees*) umbram grātam dant. Flaccus et Terentia villam et hortum vehementer amant.

Hortum spectāmus. Flaccum et duōs amīcōs Flaccī 10 vidēmus. Procul ōceanum et villās amīcōrum Flaccī vidēmus. Quam laeta est vīta Flaccī et dominōrum Rōmānōrum!<sup>3</sup>

## 185.

## Notes

1. Terentiae, *Terentia's* or *of Terentia*. Study section 186 now.
2. Is the word an adjective or a noun here?
3. Study section 187 now.

## Grammar

**186. First Use of the Genitive. Possession.** Possession in English may be expressed either by the possessive case with the ending 's (' or 's for plural nouns) or by a phrase with the preposition *of*. The case in Latin corresponding to the possessive case in English is called the genitive. *Terentiae*, being genitive, is translated as above; *amīcōrum*, genitive plural, would be translated *friends'* or *of the friends*.

The forms of the genitive are as follows:

FIRST DECLENSION		SECOND DECLENSION	
Singular	Plural	Singular	Plural
puellae	puellārum	servī, bellī	servōrum, bellōrum

Nouns of the second declension ending in *-ius* or *-ium* contract *-ii* of the genitive singular into *-ī*: as, *filius*, genitive *filiī*; *proelium*, genitive *proeliī*. See the model nouns in the Appendix, page 15.



Hereafter, when you meet a noun ending in *-ae* or *-ī*, hold in mind the possibility of its being either genitive singular or nominative plural until something in the rest of the sentence decides which case it is.

The ending of the genitive singular is placed after a noun in the vocabularies to show to what declension the noun belongs.

A genitive usually follows its noun.

You are already familiar with the ending *-ī* in such phrases as *anno Domini, casus belli, vox populi*.

Learn the following:

The genitive is used to denote the owner or possessor of something.

**187. The Genitive of Adjectives.** Adjectives have these forms for the genitive:

<i>Singular</i>			<i>Plural</i>		
MASC.	FEM.	NEUT.	MASC.	FEM.	NEUT.
<i>bonī</i>	<i>bonae</i>	<i>bonī</i>	<i>bonōrum</i>	<i>bonarum</i>	<i>bonōrum</i>

Observe that the masculine and neuter are alike.

## 188.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<i>pa'tria, -ae, f.</i>		<i>native land</i>
<i>ō'ra, -ae, f.</i>		<i>shore</i>
<i>mari'timus, -a, -um</i>	<i>maritime</i>	<i>sea</i>
<i>am'plus, -a, -um</i>	<i>ample</i>	<i>spacious</i>
<i>ōce'anus, -ī, m.</i>	<i>ocean</i>	<i>ocean</i>
<i>ma'neō, manē're</i>		<i>remain, stay</i>
<i>in'ter, prep. with acc.</i>	<i>interurban</i>	<i>between, among</i>
<i>hor'tus, -ī, m.</i>	<i>horticulture</i>	<i>garden</i>
<i>mū'rus, -ī, m.</i>	<i>mural</i>	<i>wall</i>
<i>cō'pia, -ae, f.</i>	<i>copious</i>	<i>supply, plenty; plur., troops, forces</i>
<i>um'bra, -ae, f.</i>		<i>shade, shadow</i>

NEW WORD	RELATED WORD	MEANING
<i>grā'tus, -a, -um</i>	gratitude	<i>pleasing, welcome</i>
<i>dō, da're</i>	<i>dōnum</i>	<i>give</i>
<i>lae'tus, -a, -um</i>		<i>happy</i>
<i>vī'ta, -ae, f.</i>	vital	<i>life</i>

### 189. Application of Latin to English

1. Explain the meaning of the italicized words:

- The position turned out to be *permanent*.
- He lay stretched out under the *grateful* shade of the tree.
- He decided to devote himself to *horticulture*.

2. The last part of *cornucopia* is derived from *cōpia*, and the word means "horn of *plenty*." The *cornū cōpia*e was originally a goat's horn. According to the myth, the infant Jupiter broke off one of the horns of the goat that nourished him, and gave to that horn the power of becoming filled with whatever its possessor desired. Hence the goat's horn, or *cornucopia*, appears in pictures as a symbol of plenty.

3. *Umbrella*, from *umbra*, meant originally "a little shade."

4. Give the singular and plural forms of the Latin nouns in the following sentences:

- He is an *alumnus* of a famous college.
- The *Alumnae* Association of Vassar met yesterday.
- New York and Chicago are the *termini* of the new line.
- The *memoranda* were safe.
- Bacteria* are the cause of most diseases.
- The *larvae* of the moth destroy many trees.
- The *formulae* for these products are secret.
- He spent a year collecting *data*.
- The swamp was a mass of ferns and *fungi*.

5. Which is correct, "these data" or "this data"?

6. Which of the forms inclosed in parentheses is correct?

- There is no trouble between (he, him) and his brother.
- Just between you and (I, me), what do you think about it?

What is the grammatical principle involved?

## Drill and Review

**190.** Review the nominative and accusative cases, singular and plural, of *is* and *quis*. See the Appendix, pages 20, 22.

**191.** What idea is expressed by the genitive case? What are the possible cases of a noun ending in *-ae*? in *-ī*?

**192.** Express in Latin:

He stays; they give; we give; I remain; you (plur.) remain; she gives; we remain; you (sing.) give; they stay; I give; you (plur.) give; you (sing.) stay.

**193.** State the case of the italicized words and translate:

1. *Mūrī Rōmae* sunt altī. 2. *Virī patriae nostrae* sunt validī.  
3. *Proelia bellī* sunt multa. 4. *Italia* est terra *Eurōpae*. 5. *Mūrī hortōrum* sunt altī. 6. *Hortī amīcōrum nostrōrum* sunt pulchrī.

**194.** Express in Latin the italicized words:

1. *The boy's* friend is late. 2. *The boys'* friends study. 3. The sons *of the farmer* work. 4. A friend of the *farmer's* son calls. 5. The *farmers'* fields are wide. 6. The language *of the Romans* was Latin.

**195.** Complete the following sentences:

*Prope ōram* (of the wide ocean) est casa (of your friends).

*Hortus* (of the spacious villa) habet (a high wall).

*Fīlia* (of your friend) ambulat (between the villa and the shore).

**196.** Read each sentence in Latin and translate it:

1. *Quī dōna grāta* dant? 2. *Dōna amīcī nostrī* sunt grāta. 3. *Rōmānī Italiam patriam* amant. 4. *Vīta puerōrum et puellārum* est laeta. 5. *Amīcī nostrī cōpiam violārum* habent. 6. *Amīcī puerī* manent, sed *amīcī magistrī* ad lūdum properant. 7. *Inter mūrōs hortī amplī violās multās* dēmōstrant. 8. *Nōne linguam Rōmānōrum vehementer amātis?* 9. *Saepe magistrī puellārum fābulās* narrant. 10. *Italia* terra maritima erat.



LOOKING TOWARD THE SEA FROM A ROMAN VILLA

## LESSON 18

### A CONVERSATION BETWEEN FLACCUS AND HIS FRIENDS

In reading the Latin, group a genitive with the noun it modifies and try to feel its possessive character. Give all possible forms of *ea*, *eōs*, *eam*, *quōs*, *quid*, *puerī*, *bellī*, *puellae*, *cūrās*, *casās*.

197. Flaccus et Mārcellus et Paulus, trēs amīcī, in hortō (*in the garden*) amplō Flaccī stant. Hortus mūrūm parvum et cōpiam flōrum (*of flowers*) habet. Caeruleum (*blue*) est caelum; nūllus ventus ōceanum tranquillūm turbat. Maximē laetī sunt Flaccus et amīcī eius.<sup>1</sup> Amīcī 5 ōram et ōceanum spectant. Tandem Mārcellus rogat:

MĀRCELLUS. Flacce, ubi sunt filiae tuae?<sup>2</sup> hodiē? Eās ante villam nōn vidēō. Manentne puellae in villā?

FLACCUS. Filiās meās nōn vidēs quod ad ōram ambulat. Mārcele et Paule, nōne vestrae<sup>2</sup> filiae prope ōram saepe ambulant? Meae filiae ōram maritimam amant. Pūblius, filius meus, ōram et ōceanum vehementer amat. Nam ibi saepe natat. Grātum est natāre.

MĀRCELLUS. Nunc eās videō. Ad casam parvam ambulant. Cuius<sup>1</sup> casa est?<sup>3</sup>

FLACCUS. Est casa nautae. Nōne nāviculam eius in ōrā (*on the shore*) vidētis? Nautae interdum nāvigant, interdum villam nostram<sup>2</sup> vīsitant.

PAULUS. Quōrum<sup>1</sup> nāviculās procul prope īsulās vidēmus?

FLACCUS. Nāviculās nautārum validōrum vidēs. Nūllus ventus nāviculās eōrum movet. Hodiē meae filiae casam nautae bonī vīsitant quod dōna ad nautam portant. Grātum est dōna dare. Eārum<sup>1</sup> dōna nautam magnopere dēlectant. Ecce, nauta filiās meās jam videt. Eās vocat. Ad eum properant.

## 198.

## Notes

1. *Eius, his.* Learn section 199 now.
2. Learn section 200 now.
3. *Cuius casa est, whose hut is it?*

## Grammar

**199. The Genitive Case of *Quis* and *Is*.** The genitives of the interrogative pronoun and of the personal pronoun of the third person (*is, ea, id*) are used as in English to express possession. They are given below:

## INTERROGATIVE PRONOUN

## Singular

## Plural

Gen. cuius, whose?

quōrum, whose?

## PERSONAL PRONOUN OF THE THIRD PERSON

## Singular

Nom.	is, <i>he</i>	ea, <i>she</i>	id, <i>it</i>
Gen.	eius, <i>his</i>	eius, <i>her</i>	eius, <i>its</i>
Acc.	eum, <i>him</i>	eam, <i>her</i>	id, <i>it</i>

## Plural

Nom.	eī, <i>they</i>	cae, <i>they</i>	ea, <i>they</i>
Gen.	eōrum, <i>their</i>	eārum, <i>their</i>	eōrum, <i>their</i>
Acc.	eōs, <i>them</i>	eās, <i>them</i>	ea, <i>them</i>

200. The Possessive Adjectives. The Latin possessive adjectives are used, as in English, to express possession instead of the genitives of pronouns of the first and second persons, which are not used to express this idea. The possessive adjectives (you have already used them) are *meus*, -a, -um, *my, mine*; *noster*, -tra, -trum, *our*; *tuus*, -a, -um, *your*; *vester*, -tra, -trum, *your*. Observe that *noster* and *vester* drop *e* before *r* in the other forms.

Possessive adjectives agree with the noun they modify.

## 201.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
cae'lum, -ī, <i>n.</i>		<i>sky, heavens</i>
ven'tus, -ī, <i>m.</i>	ventilate	<i>wind</i>
tranquil'lus, -a, -um	tranquil	<i>calm, serene</i>
tur'bō, turbā're	disturb	<i>stir up, disturb</i>
me'us, -a, -um		<i>my, mine</i>
i'bi, <i>adv.</i>		<i>there, in that place</i>
na'tō, natā're		<i>swim</i>
nau'ta, -ae, <i>m.</i>	nautical	<i>sailor</i>
nāvi'cula, -ae, <i>f.</i>		<i>boat</i>
inter'dum, <i>adv.</i>		<i>sometimes</i>
nā'vigō, nāvigā're	navigate, nāvicula	<i>sail</i>
vī'sitō, visitā're	visit	<i>visit</i>
mo'veō, movē're	move	<i>move</i>

**202. Application of Latin to English**

1. Explain the meaning of the italicized words:

- a. The new gymnasium has a *nataatorium*.
- b. He was much *perturbed* at the news.
- c. Magellan *circumnavigated* the globe.
- d. Blue, blue, as if the sky let fall  
A flower from its *cerulean* wall.

2. *Ceiling* is a derivative of *caelum*, *sky*.

3. Give the English forms of the following Latin nouns of the first declension, noting what changes in spelling have occurred and deciding what the Latin words probably mean:

rosa	fābula	fortūna	memoria
absentia	diligentia	industria	statua
flamma	familia	injūria	columna

4. Which of the forms inclosed in parentheses is correct?

- a. The size of the trunks (varies, vary).
- b. All of (us, we) girls were present at the time.
- c. (Who, Whom) do you wish to see?

What grammatical principles will help you to decide?

**Drill and Review**

**203. Translate:**

1. Videō filiam meam et filiam tuam et filiam eius. 2. Videō filiās eōrum et filiās eārum et filiās vestrās.

**204. Express in Latin:**

I am moving my boat, our boat, your (sing. and plur.) boat, his boat, her boat, their (masc. and fem.) boat.

**205. Answer in Latin:**

1. Cuius amīcī in hortō sedent?
2. Quid oceanum interdum turbat?
3. Cūr Pūblius ōram amat?
4. Quid amīcī Flaccī procul vident?
5. Quōrum filiae nautās vīsitant?
6. Quid puellae ad nautam portant?

**206.** Express in Latin the italicized words :

1. *The sturdy sailor* calls. 2. They move *the sailor's* boat. 3. *There* the sky is clear. 4. *Our friends* are visiting *her*, and *her* friends are visiting *us*. 5. Sailors fear *great winds*. 6. I love *my native land*.

**207.** Complete the following sentences :

Nāviculae (*of his friends*) (*near the island*) sunt.  
(*Her servants*) manent et (*my*) servī (*to remain*) dēbent.  
Librōs (*their*) habeo.

**208.** Read each sentence in Latin and translate it :

1. Prope ōram nāviculam meam video. 2. Ventī filium eius nōn terrent. 3. Quōrum amīcī hodiē nāvigant? 4. Caelum tranquillum semper grātum est. 5. Deī Rōmānī caelum habitant. 6. Noster amīcus et filius eius nōs vocant. Properāte. 7. Timeō quod nūlla arma habeo. 8. Cuius librum habēs? Cūr librum eius portās? 9. Villae eōrum novae et amplae sunt. 10. Terentiam video. Filiam eius nōn video. 11. Quō librōs vestrōs portātis? 12. Pīlum portās. Id est meum. 13. Vesper appropinquat. Per vesperum agricolae nōn labōrant.

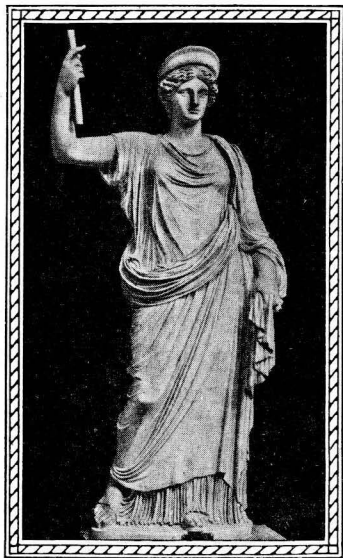


## LESSON 19 (Optional)

### THE GODS OF ANCIENT ROME \*

Give the possible forms of *deōs*, *deās*, *templa*, *dea*, *aquārum*, *magistrum*, *belli*, *lūnae*, *undās*, *deus*, *eius*, *cuius*, *deōrum*, *eōrum*.

209. "Puerī," inquit Orbi-  
lius, magister Pūbli, "mul-  
tōs deōs et deās habēmus.  
Patriam nostram cūrant. In  
5 forō Rōmānō (*In the Roman  
Forum*) multa et splendida  
templa deōrum vidētis. Ibi  
ante ārās deōs<sup>1</sup> et deās nos-  
trās adōrāmus. Juppiter,  
10 maximus deōrum nostrōrum,<sup>2</sup>  
caelum et terrās gubernat  
(*rules*). Jūnō summa deārum  
nostrārum est. In numerō  
(*In the number*) deārum sunt  
15 Diāna et Minerva et Vesta  
et Cerēs. Diāna dea lūnae  
et silvārum, Minerva dea  
sapientiae (*of wisdom*) et literārum,<sup>3</sup> Vesta dea foci est.<sup>4</sup>



JUNO

\* For accounts of the Roman and Greek gods see one of the following books :

BREASTED. *Ancient Times*, pp. 502-503.

BULFINCH. *The Age of Fable*.

FAIRBANKS. *The Mythology of Greece and Rome*.

GAYLEY. *Classic Myths in English Literature*.

MCDANIEL. *Roman Private Life*, pp. 101-105.

TAPPAN. *The Story of the Roman People*, pp. 65-67.

Nautae Diānam, poētae Minervam adōrant. Fēminae Vestam adōrant et ad āram eius rosās portant. Cerēs, dea agrōrum (*of the fields*), agricolās cūrat et juvat. In numerō deōrum sunt Mārs et Neptūnus et Mercurius. Mārs, deus bellī, arma et proelia amat. Virōs in bellō 5 saepe juvat. Neptūnus, deus aquārum, oceanum habitat. Mercurius, nūntius deōrum, ālās habet et trāns terrās et undās celeriter volat et imperia deōrum nūntiat. Vulcānus deus est flamīmārum (*of fire*). Deōs cēterōs (*the other*) juvat, quod scūta et galeās et gladiōs parat. Deī 10 nostrī et deae in caelō habitant et terrās et virōs dēspectant (*look down upon*). Interdum in terrā ambulant, sed eōs nōn vidēmus. Sacrificia nostra et templa eōs dēlectant. Laeta est vīta deōrum."

### 210. Answer in Latin:

Quōrum templa Pūblius videt?	Quid nūntiat Mercurius?
Quot deōs et deās habent Rōmānī?	Quis arma et proelia amat?
Quis est summus deōrum Rōmānōrum?	Quis trāns terrās volat?
Cuius āram fēminae adōrant?	Quōrum templa in forō sunt?
Ubi Neptūnus habitat?	Nōne nautae Diānam adōrant?
Quō fēminae rosās portant?	Ubi puerī Rōmānī ārās vident?
Estne Minerva dea lūnae?	Quis caelum gubernat?
Quis est deus bellī?	Quid Mārs amat?
Quis oceanum gubernat?	Habetne Neptūnus nūntium?
Quid habet Mercurius?	Quid deōs dēlectat?
Quis in bellō virōs juvat?	

### 211.

### Notes

1. What is the form of *deōs*? Can it be governed by *ante*? Why not? What is the syntax of *deōs*?
2. *Maximus deōrum nostrōrum*, *the greatest of our gods*.
3. *Literārum*, *of literature*.
4. *Est* goes with *Diāna* and *Minerva* as well as with *Vesta*.

## 212.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
in'quit		says he, said he
sum'mus, -a, -um	summit	greatest, highest, very great
<u>lū'na</u> , -ae, f.	lunar	moon
<u>sil'va</u> , -ae, f.	Pennsylvania	forest, woods
<u>li'tera</u> , -ae, f.	literary	letter
fo'cus, -ī, m.		hearth, fireside
<u>poē'ta</u> , -ae, m.	poet	poet
<u>nūn'tius</u> , nūn'tī, m.		messenger
<u>ā'la</u> , -ae, f.		wing
<u>trāns</u> , <i>prep. with acc.</i>	transatlantic	across
un'da, -ae, f.	undulate	wave
vo'lō, volā're		fly
<u>impe'rium</u> , impe'rī, n.	imperial	command
<u>nūn'tiō</u> , nūntiā're	nūntius	tell, announce

## 213.

## Application of Latin to English

## 1. Explain the meaning of the italicized words:

- Many houses were *inundated* by the flood.
- In some states voters must pass a *literacy* test.
- He proved a careful and *sapient* guardian.

2. *Lunatic* is derived from *lūna*, *moon*, and preserves the notion that a person's mind may be affected by exposure to the rays of the moon. "Moonstruck" shows the same idea.

3. *Litera*, *letter*, appears directly as *letter* with two *t*'s. A *literate* person is one who knows his letters. *Literacy* is the ability to read, and *illiteracy* is the lack of that ability. *Literature* means "letters" in a higher sense, as we speak of a "man of letters." A *literary* society is one devoted to the study of "letters" in the same sense. *Literal* means pertaining to the letter, or exact wording, of a sentence rather than

to the spirit. A *literal* translation is one given word for word. *Alliteration* is the repetition of the same letter at the beginning of successive words, frequently seen in advertisements. *Obliterate* comes from *ob*, *over*, and *littera*, and means "to cover over the letters," that is, to erase or blot out.

### Drill and Review

**214.** What idea is expressed by the genitive case? Why is the ending of the genitive given in the vocabularies? Why is the infinitive of a verb given in the vocabularies?

**215.** Complete the following sentences:

Nāvicula (*across the waves*) volat.

Quis (*your commands*) nūntiat?

Vergilius est (*the greatest poet of the Romans*).

Nūntius (*across Italy to Germany*) properat.

**216.** Express in Latin:

1. I announce their victory. 2. You announce my victory. 3. He announces your victory. 4. We announce the victory of our friends. 5. You announce their victory. 6. They announce our victory.

**217.** Read each sentence in Latin and translate it:

1. Spectāte templum magnum et pulchrum deī. Id videō. 2. Tempia deōrum Rōmānōrum sunt pulchra. 3. Dea silvārum nautās bonōs juvat. 4. Fīlius magistrī meī trāns viam jam ambulat. 5. Estne lūna in caelō? 6. Magistrī puerōrum nūntiōs laudant. 7. Vestrī magistrī vōs bene docent. 8. Ventus nāviculam movet. Nāvicula trāns aquam celeriter volat. 9. Cūr nūntius manet? Eius perīculum est magnum.



A ROMAN FAMILY IN THEIR GARDEN

Observe that the boys, being at home, are clad only in their tunics. When dressed to go away from home Roman boys of good families wore the toga praetexta

## LESSON 20

### FABLE OF THE ROTTEN APPLES

In this lesson you will meet the endings of a case that is new to you. Give all possible forms of *horti*, *belli*, *bona*, *nauta*, *dōna*, *dōnum*, *fīlium*, *agricolae*, *eōs*, *nōs*.

218. Servus hortum amplum intrat et ad Terentiam et Flaccum ambulat. Calathum (*basket*) plēnum pōmōrum (*of apples*) portat.

Servus Terentiae<sup>1</sup> pōmum dat. Flaccō<sup>1</sup> pōmum dat.  
 5 Cornēlia et Secunda, filiae Terentiae et Flaccī, in hortō (*in the garden*) adsunt. Puellis<sup>1</sup> quoque servus pōma dat. Pūblius et amīcus in hortō adsunt. Puerīs<sup>1</sup> servus pōma

dat. Exit (*goes out*) servus. Exeunt (*go out*) Terentia et filiae. Flaccus et pueri manent.

Tum Flaccus pueris fabulam narrat: "Carolus," inquit, "agricolae filius, bonus est puer, sed amicos malos amat. Itaque agricola puero parvo calathum pomorum plenum 5 dat. Calathus bona poma habet, sed pauca<sup>2</sup> sunt putrida (*rotten*). Puer donum diligenter curat, sed poma mala bona maculant (*spoil*), et mox mala sunt poma cuncta. Carolus adversam fortunam plorat (*laments*). Tum agricola filium ita monet: 'Poma mala maculant bona, certe 10 mali amici maculabunt (*will spoil*) puerum bonum.'"

## 219.

## Notes

1. Terentiae is the indirect object of dat, telling to whom the slave gives the apple. Pomum is the direct object, telling what he gives. Translate, *The servant gives an apple to Terentia*, or *The servant gives Terentia an apple*. Study section 220 thoroughly now.

2. Pauca, a few (*apples*); used only in the plural.

## Grammar

**220. First Use of the Dative. Indirect Object.** The indirect object may be expressed in English either by the objective case without a preposition or by the objective case with the preposition *to*: as, "I give *him* a book," or "I give a book *to him*." In Latin, on the other hand, there is only one method of expressing indirect object—by a special case called dative, *without* a preposition: as, *Ei librum do*.

*Dative* is derived from *dare*, *to give*, and the dative case is so named because it occurs very commonly with the verb *dare*, or with some verb of similar meaning.

The forms of the dative follow:

## FIRST DECLENSION

Singular	Plural
puellae	puellae

## SECOND DECLENSION

Singular	Plural
servo, bello	servis, bellis

For adjectives the endings of the dative are the same as for nouns. Thus a noun or adjective ending in *-ae* may be genitive or dative singular or nominative plural. If you cannot decide at once which it is, you must keep in mind all the cases it may be and the ideas it may hold until something later in the sentence shows you clearly what case it is and what meaning it conveys.

Learn the following :

The person to whom something is *given, offered, told, shown*, etc. is called the *indirect object* and is put in the *dative case*.

With verbs of *motion* the *to* relation is expressed by the accusative with *ad* : as, *Servus ad Terentiam ambulat*.

The normal order of words in a Latin sentence is subject, indirect object, direct object, verb ; but variations for the purpose of emphasis are always possible.

In studying the ways in which possession and indirect object are expressed in English and Latin, you have noted that English tends to express ideas by *separate words* and Latin by *endings*. This is a fundamental difference ; we may call English a *separate-word-language* and Latin an *ending-language*.

## 221.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>plē'nus</u> , -a, -um	complete	full
<u>ad'sum</u>	<i>ad</i> + <i>sum</i>	be present
<u>ma'lus</u> , -a, -um	malefactor	bad, wicked
<u>pau'cī</u> , -ae, -a		few
<i>mox</i> , <i>adv.</i>		soon
<u>cūnc'tus</u> , -a, -um		all
<u>adver'sus</u> , -a, -um	adverse	bad, adverse
<u>fortū'na</u> , -ae, <i>f.</i>	fortune	fortune, lot
<u>ita</u> , <i>adv.</i>		thus, as follows
<u>mo'neō</u> , <i>monē're</i>	admonition	warn, advise

**222. Application of Latin to English**

1. Explain the meaning of the italicized words :

- a. He prided himself upon his *immaculate* appearance.
- b. He felt a strong *premonition* of disaster.
- c. One should meet *adversity* with courage.
- d. The *paucity* of supplies was alarming.

2. *Savage* is derived from *silva*, *forest*, and meant originally one who lives in the woods and hence is uncivilized, brutal.

3. *Nūntiāre*, *to report, tell*, has numerous English descendants. To *announce* a decision is to tell it to the world. When a judge *pronounces* sentence he tells it forth (*pro-*). Since this involves solemn and careful speaking, pronunciation has come to mean the method of uttering words and sounds. A *pronouncement* is a formal declaration. *Renounce* means literally "to send back (*re-*) a message" and hence to reject, disclaim, as when a naturalized citizen "renounces" his allegiance to his former country. Then it came to mean "to abandon," as in "to renounce all claims." To *denounce* means literally to tell about something fully (*de-*). But this may be equivalent to severe censure, and hence "to denounce a person" is "to accuse him publicly." To *enunciate* a new theory is to tell something fully (*ex-*). This involves the idea of careful utterance, and hence *enunciation* means also the mode of uttering sounds, as in "His enunciation is bad."

**Drill and Review**

**223.** You will find the forms of model nouns of the first and second declensions arranged in tabular form in the Appendix, page 15. Practice the declension of **porta**, **servus**, **puer**, **vir**, and **bellum**, omitting the last case (ablative).

**224.** The forms of an adjective are given in tabular form in the Appendix, page 17. Decline **longus**, **miser**, and **noster**, omitting the last case (ablative).



**225.** Express in Latin the italicized words :

1. He hurries *to the villa* and gives a book *to the lady*. 2. He also gives roses *to the girls*. 3. But he does not give roses *to Marcus* or *the friends of Marcus*. 4. The messenger moves *toward the men*. 5. They show *the messenger* the way.

**226.** Proceed as in previous exercises :

1. Bona fortūna nōs semper dēlectat. 2. Adversa fortūna nōn est grāta. 3. Paucī virī hodiē adsunt. 4. Ubi lūnam plēnam vidētis? 5. Flaccus filiō pecūniam dat. 6. Magister discipulōs ita monet: "Labōrāte. Semper labōrāte. Labōrāre est bonum." 7. Terentia Cornēliae fābulam nārrat. 8. Nūntius Rōmānīs adversam fortūnam nūntiat. 9. Interdum poētis pecūniam damus. 10. Mātrōnae Rōmānae puerīs et puellis fābulās grātās nārrant. 11. Date virō aquam. Hīc ampla est cōpia aquae. Nōnne aqua bona est?

## REVIEW 4

**227.** Vocabulary Review

The following list contains the words of Lessons 16–20 that are for permanent retention :

110. adsum	122. ita	134. nāvigō
111. altus	123. lītera	135. nūntiō
112. amplus	124. lūna	136. nūntius
113. cōpia	125. magnopere	137. parō
114. deus	126. malus	138. patria
115. dō	127. maneō	139. paucī
116. fortūna	128. maritimus	140. poēta
117. grātus	129. meus	141. pūblicus
118. hīc ( <i>adv.</i> )	130. moneō	142. silva
119. ibi	131. moveō	143. trāns
120. imperium	132. mūrus	144. ventus
121. inter	133. nauta	145. vīta

## 228.

## Grammar Review

Be sure that you know :

1. How an adjective may be used as a noun.
2. What case or cases a noun or adjective may be when ending in -ae, -ī, -īs, -ō, -ārum, -ōrum.
3. One use of the genitive — possession.
4. One use of the dative — indirect object.
5. The difference between the *to*-relation expressed by the dative and by the accusative with *ad*.
6. What the Latin possessive adjectives are and how used.
7. What the case is of *cuius*, *quorum*, *eius*, *eorum*, *eārum*.

Give the present infinitive and the present stem of each verb in section 227. Inflect *adsum*, *dō*, *moveō*, and *parō* in the present indicative active. Decline (omitting the ablative; see the Appendix, pages 15 and 17) *cōpia*, *imperium*, *filius*, *mūrus altus*, *poēta malus*, and *silva ampla*.

## 229.

## Sight Translation

## THE SWORD OF DAMOCLES

Ōlim Dionȳsius, tyrannus (*ruler*) Syrācūsārum (*of Syracuse*), et Dāmoclēs, amīcus eius, prope rēgiam (*palace*) altam Dionȳsī stābant (*were standing*). Dionȳsius amīcō villās maritimās et silvās pulchrās et nāviculās dēmōnstrat. Ventus grātus undās turbat et nāviculās parvās trāns 5 undās caeruleās ad mūrōs Syrācūsārum movet. Pictūra caelī et undārum amīcōs duōs dēlectat.

"Quam beātus (*happy*), Dionȳsī, esse dēbēs," inquit Dāmoclēs. "Multis virīs fortūnam bonam deī dant, sed tibi (*to you*) fortūnam maximē bonam dant. Mihi (*to me*) 10 maximē laeta vidētur (*seems*) vīta tua."

"Cūr ego maximē laetus esse dēbeō?" rogat tyrannus.

"Quod imperium maximum," respondet Dāmoclēs, "et

amplam cōpiam pecūniae habēs. Rēgia tua plēna est statuārum et mēnsārum pulchrārum. Dominus es servōrum multōrum. Nautae tuī ad Graeciam et terrās Asiae nāvigant et ad tē bona multa portant. Numquam (*never*)  
 5 miser es. Numquam fortūna tua mala est."

Paucis post diēbus (*A few days later*) servī Dionysī cēnam magnam parant. Nūntius ad amicum Dionysī lītērās (*a letter*) portat et eum ad cēnam invitat (*invites*). Dāmoclēs ad rēgiam properat. Ibi cēnam splendidam  
 10 et grātā videt. Dionysius et paucī servī adsunt.

Jussū (*At the command*) Dionysī Dāmoclēs in locō tyrannī sedet. Servī cibum portant. Subitō Dāmoclēs tēctum (*ceiling*) triclinī (*of the dining-room*) spectat. Ibi super (*above*) caput (*head*) est gladius magnus. Ūna saeta  
 15 equīna (*horsehair*) gladium tenet. Ventus gladium movet. Quam magnum perīculum est! Dāmoclēs timet. Perīculum eum terret. Jam cēnam nōn amat; neque cēnam neque fortūnam tyrannī laudat. Manēre in locō plēnō perīculī nōn grātum est.

20 "Nunc, amīce, fortūnam meam certē vidēs," inquit Dionysius. "Semper super caput meum gladius pendet (*hangs*). Semper in perīculō sum. Num semper beātus sum?"

## 230.

## Derivation

1. Tell the Latin word (and its meaning) with which each of the following English words is connected by derivation: *sacrificial, public, publicity, vitality, vent, redundancy, volatile, focus, martial, cereal, expatriate, vulcanize, fortunate, navigable, ingrate, amplify*.

2. Collect as many English derivatives as possible from *dō* and *moveō*.



HORATIUS AND CORNELIA

## LESSON 21

### A CONVERSATION

Give the possible forms of *agricolae*, *eius*, *is*, *es*, *rosīs*, *ea*, *casās*, *portās*, *dōna*, *rosa*, *amīcī*, *bellī*, *poētae*, *amīcō*.

#### PERSŌNAE

CORNĒLIA, *puella Rōmāna*

HORĀTIUS, *poēta et amīcus Flaccī et Terentiae*

SECUNDA, *soror (sister) Cornēliae*

231. HORĀTIUS. Salvē,<sup>1</sup> Cornēlia. Celeriter ambulās. Quō properās?

CORNĒLIA. Ad ōram<sup>2</sup> et casās nautārum, amīcōrum meōrum, properō.

HOR. Ad quem<sup>2</sup> rosās portās? Cui<sup>3</sup> rosās dās?

COR. Ad nautās<sup>2</sup> rosās portō; nam nautīs<sup>4</sup> rosās saepe dō. Mea māter (*mother*) mē nōn culpat, sed laudat, quod eīs<sup>5</sup> rosās dō. Interdum nauta, amīcus meus, mihi dōna grāta dat, quod eī rosās dō. Nōn mala est fortūna  
5 nautārum.

HOR. Nōnne Secunda, soror tua, nautās vīstat? Cūr ea nōn adest?

COR. Certē eōs vīstat. Vidē! Secunda jam appropinquat.

### *Intrat SECUNDA*

10 HOR. Salvē, Secunda. Ad quōs pōma portās? Quibus<sup>3</sup> pōma dās?

SEC. Ad nautās pōma pauca portō, et nautīs pōma dō.

HOR. Cuius nāviculam rubram prope ōram videō? Dēmōnstratne nauta vōbīs nāviculam?

15 SEC. Nāviculam amīcī nostrī vidēs. Saepe dēmōnstrat. Et interdum ego et Cornēlia in nāviculā nāvigāmus. Nōs timidae nōn sumus. Ōceanum et undās ōceanī nōn timēmus. Sed procul amīcum nostrum videō. Properā, Cornēlia. Amīcus noster nōs exspectat. Nōnne is vocat?  
20 Properāre dēbēmus. Cūr nōn properās, Cornēlia?

HOR. Crās, puellae, meam villam vīstāre dēbētis. Tum vōbīs fābulās novās et grātās nārrābō (*I will tell*). Quae puella<sup>6</sup> meam villam nōn amat! Nunc valēte.

## 232.

## Notes

1. Salvē and salvēte (plural) are greetings, and mean "Hail!" "How are you?" How did the Romans say "Good-by"?

2. Ad with the accusative indicates that a verb of what general meaning is coming?

3. Cui, *to whom?* the dative singular of quis. The dative plural is quibus. Review all the cases of quis, Appendix, page 22.

4. What is the case of *nautis*? A verb of what general meaning is coming? What is that verb?

5. *Eīs, to them*; the dative plural of *is*. The datives of the personal pronouns are given below:

<i>Sing. mihi, to me</i>	<i>tibi, to you</i>	<i>eī, to him, to her, to it</i>
<i>Plur. nōbīs, to us</i>	<i>vōbīs, to you</i>	<i>eīs, to them (all genders)</i>

Review all the cases of the personal pronouns, in the Appendix, page 20.

6. *Quae puella, what girl!* When used as an adjective *quis* has several forms different from those that it has as a pronoun.

## 233.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<i>persō'na, -ae, f.</i>	person	<i>character, person</i>
<i>cul'pō, culpā're</i>	culpable	<i>blame</i>
<i>tī'midus, -a, -um</i>	timid	<i>frightened, timid</i>
<i>exspec'tō, expectā're</i>	expect	<i>' wait for, await</i>
<i>crās, adv.</i>		<i>tomorrow</i>

## 234.

## Application of Latin to English

1. Explain the meaning of the italicized words:

- Procrastination* is the thief of time.
- He has a very lordly and *imperious* air.
- He died in the *plenitude* of his power.
- On the first page of the program were the *dramatis personae*.
- The United States desires *amicable* relations with its southern neighbor.

2. *Amiable*, from *amīcus, friend*, is the same word as *amicable*, but it comes to us through the French, where the *c* was lost. The prefix *in-*, *not*, gives us *inimical* (with a change of *a* to *i*), meaning unfriendly, hostile, as in "Such a plan is *inimical* to our interests." *Amity* is a shortened form, which has passed through the French, and means friendship, as in "They lived in peace and *amity*." *Enmity* is the oppo-

site of amity and means unfriendliness, hatred. An *enemy* is an unfriendly person, a foe.

3. What letter have the derivatives of *expectāre* lost?

### Drill and Review

**235.** Decline *aqua*, *carrus*, *caelum*, and *dominus* (omitting the ablative case). See the Appendix, page 15.

**236.** Decline *lātus* and *vester*. See the Appendix, page 17.

**237.** Express in Latin the italicized words:

1. She tells a story *to you* (plur.), *to him*, *to her*, *to them*, *to me*, *to us*, *to you* (sing.). 2. *To whom* is she telling a story? 3. *Whose* story is new? 4. *To whom* does he carry gifts? 5. *Toward whom* is he moving?

**238.** Complete the following sentences:

*Dōna* (*many and pleasing*) *vōbīs* dant.  
(*To whose friends*) *dōna* datis?  
(*His son but not him*) *culpō*.

**239.** Proceed as in previous exercises:

1. *Eī* *rosam* *dō*. *Eīs* *pōma* *dō*. *Mihi* *pecūniam* *dās*.  
*Nōbīs* *rosās* *duās* dant. 2. *Nūlla* *hōra* *vītae* *tuae* *nōn* est  
*laeta*. 3. *Inter* *deōs* *Rōmānōrum* *summus* erat *Juppiter*,  
*dominus* *caelī* et *terrae*. 4. *Cūr* *nōs* *expectātis*? 5. *Ger-*  
*mānia* *antīqua* *plēna* erat *silvārum* *magnārum*. 6. *Quōrum*  
*servum* *expectās*? 7. *Timidōs* *culpāmus*, *laudāmus*  
*validōs*.

## LESSON 22

### PUBLIUS DESCRIBES HIS CITY HOME \*

Give all the possible forms of *templum*, *templī*, *templō*, *viae*, *cuius*, *dominus*, *dominōs*, *vōs*, *jānuam*, *columnās*, *eī*, *cui*, *tibi*.

240. *Domus*<sup>1</sup> *nostra*, in *viā*<sup>2</sup> *angustā*<sup>3</sup> *sita*,<sup>4</sup> et *magna* et *ampla* est. Per *ōstium* (*doorway*) *angustum* *intrās* *vestibulum*. *Ā* *dextrā*<sup>5</sup> et *ā* *sinistrā*<sup>5</sup> *ōstī* sunt *tabernae* *parvae*. In *ōstiō* est *jānuā* *pulchra*. *Hic* *verba* "Cavē *canem!*" (*Look out for the dog!*) *vidēs*. *Prope* *jānuam* in 5 *cellā* (*small room*) *jānitor*.<sup>6</sup> (*doorkeeper*) *sedet* et *nōs* *exspectat*. *Sī* *vīs* (*you wish*) *intrāre*, *jānuam* *pultās* (*beat on*). *Tum* *jānitor* *jānuam* *reberat* (*unfastens*), et per *vestibulum* in *ātrium*<sup>7</sup> *ambulās*. *Ātrium* est *pulchrum*; neque *parvum* est. *Tēctum* (*roof*) *ātrī* est *altum* et 10 *columnās* *altās* *habet*. *Mediō* in *ātriō*<sup>8</sup> est *impluvium* (*impluvium*). In *impluviō* est *aqua*.<sup>9</sup> *Interdum* *piscēs* (*fish*) in *impluviō* *natant*. *Super* *impluvium* *nūllum* *tēctum* sed *spatium* *apertum* (*open*) est. Per *spatium*

\* Descriptions of the Roman house and of home life will be found in the following books:

CHURCH. *Roman Life in the Days of Cicero*, pp. 116-126.

BREASTED. *Ancient Times*, pp. 555-559.

DAVIS. *A Day in Old Rome*, pp. 34-59.

FOWLER. *Social Life at Rome in the Age of Cicero*, pp. 237-262.

HALL. *Buried Cities*, pp. 68-80.

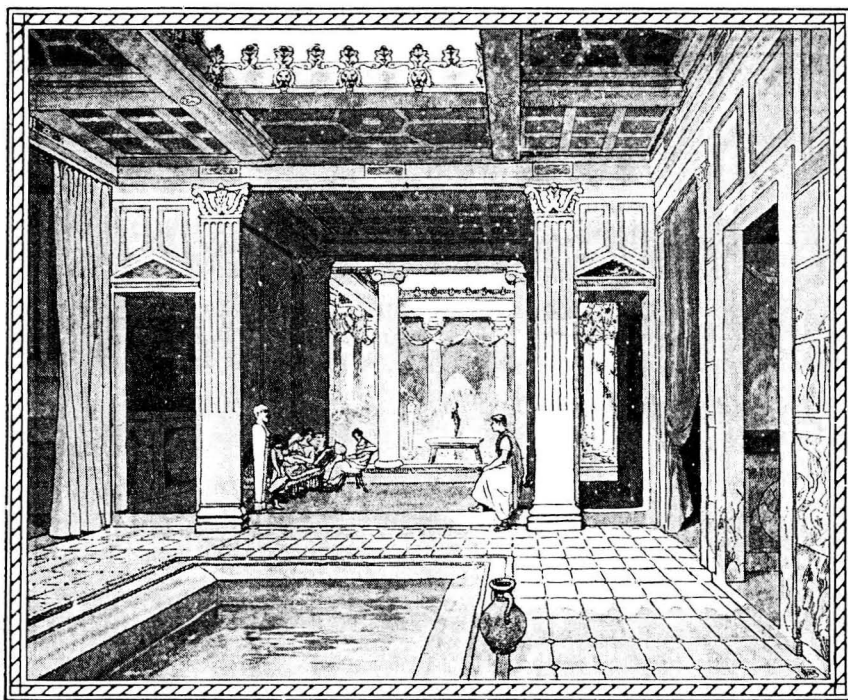
JOHNSTON. *Private Life of the Romans*, chap. vi.

MCDANIEL. *Roman Private Life*, pp. 3-16.

PRESTON and DODGE. *Private Life of the Romans*, pp. 28-56.

TANZER. *The Roman House*. An illustrated eight-page leaflet, published by the Service Bureau for Classical Teachers, Columbia University, New York. 20 cents.

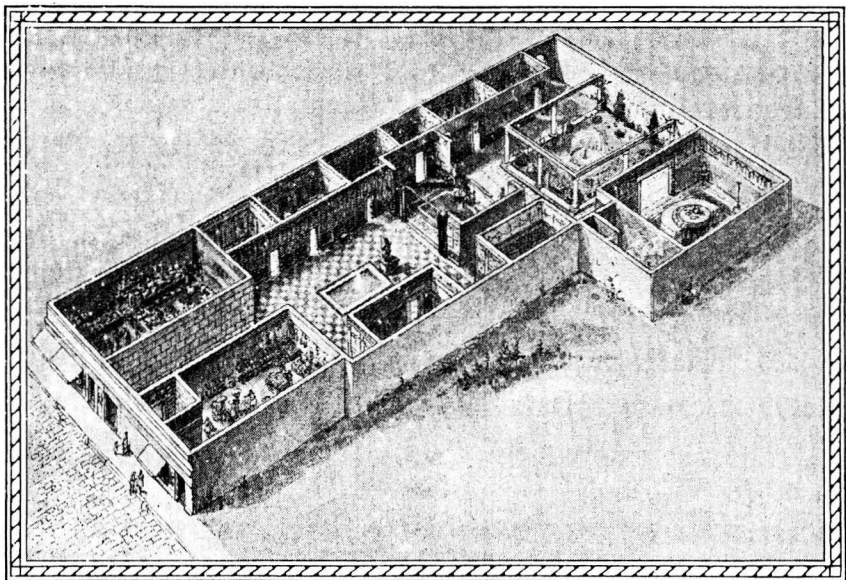




THE INTERIOR OF A ROMAN HOUSE

The room in the foreground is the atrium, with its impluvium. Beyond is the tablinum, which the master of the house used as an office. This room could be shut off by draperies. In the background is the peristyle. At the right of the tablinum is a narrow passage connecting the atrium with the peristyle; this was used when the tablinum was occupied

apertum pluviae aquae (*rain water*) in impluvium cadunt (*falls*). Ultrā ātrium est tablinum (*tablinum*). In tablinō pater meus saepe sedet et labōrat. Hīc amīcōs salūtat. Hīc et nōbīs<sup>10</sup> et servīs imperia dat. Hīc mihi<sup>11</sup> et Cornēliae et Secundae fābulās nārrat. Ā sinistrā ātrī et tablinī cubicula (*bedrooms*) sunt. In cubiculīs dormīmus (*we sleep*). Peristȳlium et triclinium et culīna ultrā tablinum sunt. Peristȳlium tēctum nūllum habet. Circum peristȳlium sunt cubicula; nam multa cubicula habēmus. Sed cubicula



THE PLAN OF A ROMAN HOUSE

The entrance is at the left. On either side of the entrance are shops with wooden awnings. Compare this plan with the picture on page 122, and locate the atrium, tablinum, and peristyle. Observe the sleeping-rooms opening off the atrium and peristyle, and the dining-room at the right-hand corner of the plan

nostra parva sunt. In tricliniō cēnāmus. Peristylium nostrum hortum pulchrum et columnās<sup>12</sup> habet. Rosae peristylī nostrī et fōns (*the fountain*) nōs vehementer dēlectant.<sup>13</sup>

## 241.

## Notes

1. **Domus**, *house, home*; nominative of a noun of the fourth declension in the feminine gender.

2. Study section 242 now.

3. Observe that the adjective **angustā** agrees with **viā**.

4. How can you tell that **sita** modifies **domus** and not **viā**?

5. **Ā dextrā**, *on the right*; **ā sinistrā**, *on the left*.

6. Special duties were assigned to the various slaves of a Roman household. The **jānitor** guarded the front door.

7. Some prepositions take the accusative, others the ablative. Several prepositions take both the accusative and the ablative, but with different meanings. *In* is used with both cases. With the ablative it means *in* or *on*; with the accusative it means *into*.

8. *Mediō in ātriō, in the middle of the atrium.* Certain adjectives, like *medius*, tell what part of an object is meant, and are best translated as nouns.

9. The Romans were not dependent on the rainfall, or even on wells, for their water supply. As early as 312 B.C., Appius Claudius built the first of the aqueducts, by which water was brought from a distance to the city. The mains were laid down the middle of the streets, and from them water was piped into the houses. Fountains were common, both in public places and in the peristyles of houses.

10. What is the form of *nōbīs*? What idea does it express?

11. What is the form of *mihi*? What other words in this sentence are in the same case? How do you know?

12. Study section 243 now.

13. Opening off the peristyle might be found bathrooms. But the Romans, especially those of later times, made the bath into a daily function, enjoyed away from home in the huge bathing houses that amaze us today in their ruins. In these places the Romans gathered not only for a hot or cold bath, followed by rubbing and anointing with oil, but also for social and athletic recreation. Thus the baths became clubs.

## Grammar

**242. First Use of the Ablative. With Prepositions.** You have already met several phrases introduced by the preposition *in*: as, *in pictūrā, in the illustration*; *in hortō, in the garden*. The nouns in these phrases are in the *ablative* case. You will find the Latin ablative used sometimes with, and sometimes without, a preposition. The forms of the ablative follow:

### FIRST DECLENSION

<i>Singular</i>	<i>Plural</i>
puellā	puellīs

### SECOND DECLENSION

<i>Singular</i>	<i>Plural</i>
servō, bellō	servīs, bellīs

The ablative singular of the first declension differs from the nominative singular by the quantity of the final *-a*. Observe that the endings of the ablative case are like those of the dative except in the singular of the first declension.

Hereafter, before you translate a noun ending in *-ō* or *-is*, you will be obliged to decide whether the noun is dative or ablative. Usually, if the doubtful dative-ablative form refers to a person, it is dative; if to a thing, it is ablative. If it is governed by a preposition, it must be ablative.

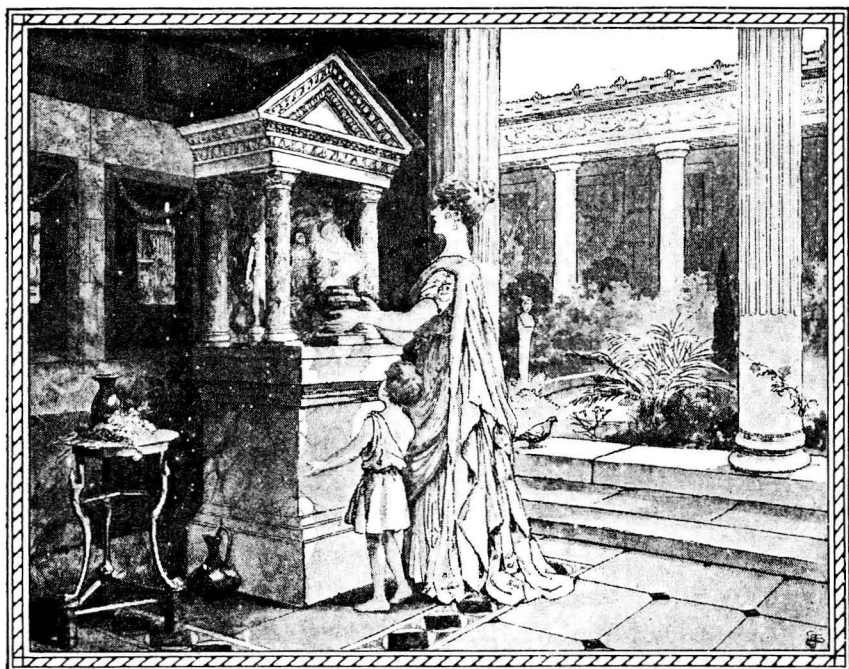
**243. Summary of Declensions. Nouns of the First and Second Declensions.** Turn to the Appendix, page 15, and learn thoroughly the complete declensions of the model nouns *porta*, *servus*, *ager*, *puer*, *bellum*, *filius*, and *proelium*. Note carefully their similarities and differences.

**Adjectives of the First and Second Declensions.** Turn to the Appendix, page 17, and learn thoroughly the declensions of the model adjectives *bonus*, *miser*, and *noster*. Practice the recitation of the endings, as well as of the entire word.

## 244.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
angus'tus, -a, -um		<i>narrow</i>
si'tus, -a, -um	site	<i>situated</i>
vesti'bulum, -ī, <i>n.</i>	vestibule	<i>entrance hall</i>
ver'bum, -ī, <i>n.</i>	verbal	<i>word</i>
sī, <i>conj.</i>		<i>if</i>
me'dius, -a, -um	medium	<i>middle, middle of</i>
su'per, <i>prep. with acc.</i>	superior	<i>above, over</i>
spa'tium, spa'tī, <i>n.</i>	spacious	<i>space, distance</i>
ul'trā, <i>prep. with acc.</i>		<i>beyond</i>
tricli'nium, tricli'nī, <i>n.</i>		<i>dining-room, triclinium</i>
culi'na, -ae, <i>f.</i>		<i>kitchen</i>
cē'nō, cēnā're		<i>eat a meal, dine</i>



A SHRINE IN A ROMAN HOUSE

## 245. Application of Latin to English

1. Explain the meaning of the italicized words :

- a. The *culinary* department of the hotel was poorly equipped.
- b. He displayed but *mediocre* ability.
- c. The physician listened to the *pulsations* of the heart.
- d. Jupiter *Pluvius* did his best to spoil the outing.

2. *Malus*, *bad*, has numerous derivatives. Explain *maltreat*, *malefactor*, and *malady*. *Malaria* means literally bad air, since the disease was supposed to be caused by the poisonous atmosphere of marshes. To utter *maledictions* is to speak evil of someone, to curse. *Malison* is a doublet of *malediction*, that is, it is the same word in a different form. *Malice* is ill will. To injure property *maliciously* is to do it for no other reason than sheer evilness of heart. A *malign*

influence is evil, that is, unfavorable. To *malign* a person is to speak evil of him, to slander him. A *malignant* disease is one tending to an evil result, that is, death. A *malevolent* person is one who wishes evil, is disposed to illtreat others. A public official accused of *malfeasance* in office is one charged with wrongdoing.

### Drill and Review

246. Give the active personal endings.

247. What idea is expressed by the dative, and in what two ways is it translated into English? What cases in the singular of nouns of the first declension are alike? What cases in the plural? What cases of masculine nouns of the second declension are alike in the singular? in the plural? What cases of neuter nouns are alike in each number?

248. Following the models in the Appendix, page 15, decline *cella*, *ventus*, *tēctum*, *filius*, and *spatium*.

249. Following the models in the Appendix, page 17, decline *angustus* and *medius*.

250. Express in Latin the italicized words:

1. We walk *in the street*. 2. They sit *in the garden*. 3. The Romans dined *in a triclinium*. 4. *In the streets* are many men. 5. I shall hurry *into the street*. 6. I walk *to the temple* and give gifts *to the gods*.

251. Complete the following sentences:

1. *Mātrōna (in front of the villa)* ambulat.
2. *Caelum (above the ocean)* clārum est.
3. *Pueri (into the middle of the street)* properant.
4. *Nautae (in the small huts)* habitant.

252. Proceed as in previous exercises:

1. In bellō multa sunt perīcula. 2. Nōnne in Britannīā habitās? 3. Sī in lūdō bene recitātis, vōs magister laudat. 4. Num mediīs in silvīs manent puerī? 5. Viae Rōmānae

erant angustae. 6. Nautae nōn jam in īnsulā manent, sed ad terram nāvigant. 7. Nōs ita monet: "Amicōs amāte. Amicōs juvāte." 8. Mediō in ōceanō undae saepe sunt altae. 9. Ultrā Alpēs est Italia. 10. Quis servum in triclinium vocat? Servus nōn adest. 11. Agricolae paucī in mediās silvās properant. 12. Servī in spatium apertum mēnsam movent.



AT THE ROMAN TREASURY

So much is said about the Romans as soldiers that their efficiency in the management of government and business is often forgotten





READING A ROMAN LETTER

Observe the table and the books on it, the stool on which the boy is sitting, and the mosaic floor. The walls of a Roman house were decorated with mural paintings, two of which show in this picture

## LESSON 23

### A LETTER<sup>1</sup> FROM PUBLIUS TO A FRIEND

As a last resort in trying to solve the meaning of a new word without looking it up in the vocabulary, translate by putting in the undefined Latin word itself instead of its meaning.

Give all possible forms of *villa*, *villā*, *amicī*, *eī*, *cui*, *poëtae*, *puerō*, *lūdō*, *amicīs*, *vōbīs*, *bonī*, *bona*, *amicus*, *quibus*, *villae*.

253. Si tū valēs, bene est ; ego quoque valeō. Nōn jam fēriae sunt.<sup>2</sup> Nōn jam in amplā villā rūsticā (*rural*) habitāmus. Nunc in viā angustā Rōmae habitāmus. Nunc ego et amīcī meī lūdum cotīdiē frequentāmus. Servī librōs et tabellās ad lūdum portant. Mediā in viā 5 ambulāmus. Lūdus noster in hortō amplō est. Ibi poētās



recitāmus, praesertim Vergilium.<sup>3</sup> Quam difficile (*difficult*) est verba poētae in memoriā tenēre! In lūdō nostrō linguae Latīnae et verbis poētārum operam multam damus. Sī bene recitō, laudor.<sup>4</sup> Sī male recitō, culpor.

5 Laudārisne sī bene in lūdō tuō recitās? Culpārisne sī male recitās? Interdum ab Orbiliō laudor,<sup>5</sup> sed saepius (*oftener*) ab Orbiliō culpor. Quod ferulam is habet, semper ā mē et amicis meis timētur. Ab nūllis pueris noster magister dūrus amātur et probātur. Nōs ab

10 Orbiliō maximē terrēmur. Tūne et amici ā magistrō vestrō terrēmini? Sed sine dubiō vōs bonī puerī estis et semper ā magistrō laudāmini. Pater meus dicit (*says*): "Puerī bonī ā magistrō semper laudantur. Magistrī bonī ā pueris malis semper timentur. Sine dubiō, Pūbli, ā

15 magistrō bonō docēris." Verba eius nōn probō. Sed nunc verbis Vergilī operam dare dēbeō. Meae literae<sup>6</sup> ad tē ā servō portābuntur (*will be carried*). Valē, mī<sup>7</sup> amice (*my friend*).

## 254.

## Notes

1. The Romans wrote most of their letters on wax-coated tablets (*tabellae*), several of which might be fastened together by



ROMAN WRITING MATERIALS

wire hinges. A thread was passed around the tablets and securely tied. Then softened beeswax was dropped on the knot and a seal applied to the wax. The seal protected the letter from inspection and attested its genuineness. Letters were sent by means of special messengers, friends, traders, and travelers who might be going in the desired direction.

2. *Nōn . . . sunt*, literally, *not now the holidays are*. How do you express this idea in good English?
3. Virgil was the most famous of Roman poets.
4. *Laudor, I am praised*. This is the first person singular present indicative *passive*. Study at once sections 255–257.
5. *Ab Orbiliō laudor, I am praised by Orbilius*. *Orbiliō* tells by whom I am praised. Study section 258 now.
6. *Litterae*: in the plural *littera* means *a letter, an epistle*.
7. *Mi* is a vocative form of the possessive adjective *meus*.

## Grammar

**255. Passive Voice.** A verb is in the *active voice* when the subject is represented as doing or being something: as, *The teacher praises Henry*. It is in the *passive voice* when the subject is the recipient of the action (or has something done to it): as, *Henry is praised by the teacher*.

**256. Personal Endings of the Passive.** The personal endings of the passive voice are

<i>Singular</i>	<i>Plural</i>
1. -r, <i>I</i>	-mur, <i>we</i>
2. -ris, <i>you</i>	-minī, <i>you</i>
3. -tur, <i>he, she, it</i>	-ntur, <i>they</i>

**257. The Present Indicative Passive.** The present indicative passive of the first conjugation is inflected by adding the passive personal endings to the present stem:

### FIRST CONJUGATION

#### *Singular*

*vocor, I am called, I am being called*  
*vocāris, you are called, you are being called*  
*vocātur, he (she, it) is called, he is being called*

#### *Plural*

*vocāmur, we are called, we are being called*  
*vocāminī, you are called, you are being called*  
*vocantur, they are called, they are being called*

The present passive of verbs of the second conjugation is formed in the same way. See the Appendix, page 26.

Observe that *laudāor* is shortened into *laudor*.

**258. Second Use of the Ablative. Agent.** The person doing something, when the verb is passive, may be called *the personal agent*, which means the same thing: as, *The man is praised by a friend*. Learn the following statement:

The idea of agent is expressed in Latin by the preposition *ā* (*ab*), by, and a noun in the ablative case.

*Ab* is used when the following word begins with a vowel or *h*; before other words either *ā* or *ab* may be used.

Note carefully that the idea of personal agent can occur only when the verb is in the passive voice, telling what is done to the subject; that the agent is always a person; and that a preposition (*ā*, *ab*) is always used. Agent is thus characterized by three *p*'s: *person*, *preposition*, *passive voice*.

**259. Three Ideas in the Subject.** You have learned that the subject of a verb is the one who does something, the doer of the action expressed by the verb. But this is true only when the verb is in the active voice. When the verb is in the passive voice, the subject is the recipient of the action. A subject of the verb *to be*, as in "He is a poet," is neither the doer of an action nor the recipient of an action, but tells simply who is something.

## 260.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<i>va'leō, valē're</i>	invalid	<i>be well, be strong</i>
<i>frequen'tō, frequentā're</i>	frequent	<i>attend</i>
<i>praeser'tim, adv.</i>		<i>especially</i>
<i>memo'ria, -ae, f.</i>	memory	<i>memory</i>
<i>te'neō, tenē're</i>		<i>hold</i>
<i>o'pera, -ae, f.</i>	operate	<i>work, attention</i>
<i>ma'le, adv.</i>	<i>malus</i>	<i>badly</i>

NEW WORD	RELATED WORD	MEANING
<u>ā, ab</u> , <i>prep. with abl.</i>		<i>by; from, away from</i>
<u>dū'rus</u> , -a, -um	durable	<i>hard, cruel</i>
<u>si'ne</u> , <i>prep. with abl.</i>		<i>without</i>
<u>du'bium</u> , du'bī, <i>n.</i>	dubious	<i>doubt</i>

## 261. Application of Latin to English

### 1. Explain the meaning of the italicized words:

- This view is absolutely *untenable*.
- There was *indubitable* evidence of his guilt.
- The *verbosity* of the speaker soon disgusted the audience.
- The defendant refused to *inculcate* himself.
- He held to his views with the utmost *tenacity*.
- The *disapprobation* of the crowd was at once apparent.

2. **Verbum**, *word*, is of importance in English grammar. The *verb* is so called because it is the one kind of word necessary to a sentence. An *adverb* is a word used with a verb. A *verbal* dispute is one which is expressed by speech instead of writing. *Verbiage* is the use of many words with little sense. A *verbose* person is wordy. A *proverb* is a word put forth (*pro-*) in public, a common saying.

3. *Word* and **verbum** are cognate words; that is, while *word* is Anglo-Saxon and **verbum** is Latin, they both go back to a common ancestor in the parent Aryan tongue.

## Drill and Review

262. Add the passive personal endings to the stems **probā-** and **docē-**, and give all the meanings of the resulting forms.

263. State the person, number, and meaning of

adōrantur	dēlectāminī	movēris	respondet
appropinquātis	docētur	nāvigant	rīdent
clāmāmus	intrāmus	portor	sedet
culpāris	labōrātis	probātur	spectāmus
dēbent	dēmōnstrantur	pugnāmus	timentur
culpātur	nārrantur	moventur	docent

**264.** Express in Latin the italicized words :

A story is told *by the lady, by the little boy, by the Roman messengers, by my friend Flaccus, by many farmers, by our friends.*

**265.** Change the following sentences from the active to the passive, or from the passive to the active :

1. Terentia fābulam nārrat.
2. Cēna ā servis parātur.
3. Exspectāmur ab amicis nostris.
4. Rōmānī Italiā amant.
5. Servae statuās movent.
6. Vir ā nautā monētur.

**266.** Proceed as in previous exercises :

1. Vir scūtum tenet.
2. Scūtum lātum ā virō tenētur.
3. Nūntius verba tua exspectat.
4. Tua verba ab nūntiō exspectantur.
5. Praesertim dūrum est sine amicis esse.
6. Fābulae longae ā fēminis puellis nārrantur.
7. Villae, nōn silvae, ab viris habitantur.
8. Vir dūrus ā multis timētur, et multōs timet.
9. Dōna deīs dēbentur.
10. Timidae puellae sine dubiō ā nautis terrentur.
11. Nōne vocāris ā filiō tuō?
12. Ā Mercuriō imperia deōrum viris nūntiantur.
13. Valetne agricola? Estne validus agricola?
14. Juppiter ab antiquis pater deōrum vocātur.
15. Verba Vergili, poētae clārī, ab magistrō laudantur.
16. Bonum est imperia magistrōrum in memoriā tenēre.
17. Num malōs puerōs laudāmus? Num bonī puerī culpantur?
18. Ultrā silvā erat spatium apertum.

## LESSON 24

### IN A ROMAN DINING-ROOM \*

Study the illustration before reading the following passage.

You will meet the ablative case of the interrogative and personal pronouns in this lesson. Tell rapidly what the following forms may be: *quem, eās, ego, tē, eōs, nōs, cuius, mihi, nōbīs, amīcīs, eīs, tibi, puerī, eī, quī, sī, mē, salvē, certē.*

267. *Triclīnium Rōmānum ā nōbīs<sup>1</sup> in hāc pictūrā vidētur. Triclīnium est locus ubi Rōmānī cēnant. Est<sup>2</sup> triclīnium Flaccī.*

*Jam est nōna hōra;<sup>3</sup> nam Rōmānī ante vesperum cēnant. Flaccus cum amīcīs<sup>4</sup> cēnat. Terentia et filiae<sup>5</sup> eius in tricliniō nōn adsunt.<sup>5</sup> Quot convīvae (*guests*)<sup>6</sup> cum Flaccō adsunt? Anna, quot convīvae ā tē videntur? Cornēli et Mārce, quot ā vōbīs videntur? Quōcum,<sup>7</sup> discipulī, convīvae hīc cēnant? Quibuscum cēnat Flaccus?*

10

*Ā mē mēnsa parva et lectī (*couches*)<sup>8</sup> videntur. Videntur ā vōbīs? Lectī trēs circum mēnsam parvam locantur. Flaccus et amīcī eius nōn sedent, sed circum mēnsam in lectīs accumbunt (*recline*). Flaccus tertius ā sinistrā accumbit (*reclines*). Prope Flaccum est amīcus eius<sup>15</sup> maximē clārus.<sup>9</sup>*

\* For a description of a Roman dinner read one of the following passages:

FOWLER. *Social Life at Rome*, pp. 277-284.

DAVIS. *A Day in Old Rome*, pp. 120-121.

JOHNSTON. *Private Life of the Romans*, pp. 183-214.

MCDANIEL. *Roman Private Life*, pp. 117-136.

WOLFSON. *Ancient Civilization*, pp. 86-87.



ROMANS AT DINNER

Roman men at dinner reclined on couches that were arranged as in this picture. They helped themselves to the food, which the servants had placed on the table between the couches

Ā sinistrā servus intrat. Ab eō ferculum (*tray*) portātur. In ferculō est cibus.<sup>10</sup> Ubi cibus parātur? Ā quibus cēna parātur? Cēna in culinā ā servīs parātur, et nunc in triclinium ab servō portātur. Ā dextrā servus ex tricliniō<sup>11</sup>  
 5 aquam et mappās<sup>12</sup> portat.

Ante mēnsam puer stat. Vidēturne puer ā vōbīs? Est Pūblius, filius Flaccī. Carmen (*A poem*) ab eō dēclāmātur (*is being recited*).<sup>13</sup> Verba poētae ā puerō memoriā bene tenentur. Sine dubiō carmen eius convīvās dēlectat  
 10 et ab eīs laudātur. Nam "Optimē, Pūbli," clāmant convivae, "dēclāmās." Flaccus laetus sedet.

## 268.

## Notes

1. **Nōbīs** is governed by the preposition **ā** and therefore is in the ablative case. The ablative *plural* of the personal and interrogative pronouns is like the dative. The ablative singular (and also the nominative singular) follows:

<i>Nom.</i>	quis	ego	tū	is	ea	id
<i>Abl.</i>	quō	mē	tē	eō	eā	eō

Observe that the ablatives **mē** and **tē** are like the accusative, and that the ablatives of **quis** and **is** are like the corresponding forms of nouns of the first and second declensions. Learn now thoroughly the complete declensions of the personal and interrogative pronouns as given in the Appendix, pages 20, 22.

2. **Est, it is.**

3. The principal meal of well-to-do Romans began between three and four o'clock in the afternoon. Breakfast and luncheon were light meals. The dinner was a somewhat formal affair at which guests were usually present, and the food and service were as elaborate as the host could afford. The dinner lasted three or four hours, or until bedtime. The Romans went to bed and rose at an early hour.

4. **Cum amicīs, with friends.** **Cum** is a preposition governing the ablative. The phrase expresses *accompaniment*. Study section 269.

5. The women of the family were not usually present at formal Roman dinners.

6. The usual number of persons at dinner was nine.

7. The preposition **cum** is regularly attached to the interrogative pronoun and to the personal pronouns of the first and second per-



A BAKER'S SHOP

Bread was usually bought by the Romans at public bakeries



sons: as, *mēcum*, *with me*; *vōbiscum*, *with you*; *quōcum*, *with whom*? What does *Pax vobiscum* mean?

8. At dinner the Romans reclined on couches. Three couches were placed on three sides of a table. The fourth side was open and allowed the servants to approach the table. The table itself was small, but often beautiful and costly.

9. A distinguished guest was placed on the couch nearest the host.

10. The food was brought to the dining-room on trays, from which the guests helped themselves.

11. *Ex tricliniō*, *out of the dining-room*. Study section 270 now.

12. Water and napkins were needed between the courses, as the Romans ate with their fingers.

13. At dinner it was not uncommon for someone to read or recite poetry for the entertainment of the guests.

## Grammar

**269. Third Use of the Ablative. Accompaniment.** When a person goes with another person, he may be said to accompany that person: as, *The boy walks with the man*. In Latin accompaniment is expressed by a phrase similar to that used in English: as, *Puer cum virō ambulat*. Learn the following statement:

The ablative used with the preposition *cum* expresses accompaniment.

**270. Fourth Use of the Ablative. Place from Which.** A person or an object may move from a place: as, *The girl goes out of the villa*. In Latin the place from which a person or an object moves is expressed by an ablative phrase: as, *Servus ex tricliniō ambulat*, *the servant walks out of the dining-room*. Learn the following statement:

The ablative used with the preposition *ex* (*ē*) shows the place from which motion starts.

Later you will meet the ablative similarly used with two other prepositions, *ā* (*ab*) and *dē*.

## 271.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>nō'nus</u> , -a, -um	<i>novem</i>	<i>ninth</i>
<u>cum</u> , <i>prep. with abl.</i>		<i>with</i>
<u>lo'cō</u> , <u>locā're</u>	locate, <i>locus</i>	<i>place, put</i>
<u>ter'tius</u> , -a, -um	<i>trēs</i>	<i>third</i>
<u>sinis'ter</u> , -tra, -trum		<i>left</i>
<u>cī'bus</u> , -ī, <i>m.</i>		<i>food</i>
<u>cē'na</u> , -ae, <i>f.</i>	<i>cēnō</i>	<i>dinner</i>
<u>ē</u> , <u>ex</u> *, <i>prep. with abl.</i>	exit	<i>out of, from</i>
<u>map'pa</u> , -ae, <i>f.</i>		<i>napkin, towel</i>
<u>dex'ter</u> , -tra, -trum	dexterity	<i>right</i>
<u>op'timē</u> , <i>adv.</i>	optimist	<i>very well</i>

## 272.

## Application of Latin to English

1. **Prefixes in English.** There are about thirty important Latin prefixes which appear in thousands of English words. You have met some of them as prefixes in Latin with the same force that they have in English. Others you have met in Latin as *prepositions* with similar meanings. Read carefully the following sentences and see how many of the italicized prefixes you understand:

1. The gang *abducted* the son of a millionaire. 2. The leader of the men *averted* a strike. 3. The *advent* of winter was earlier than usual. 4. A relative pronoun agrees with its *antecedent* in gender, person, and number. 5. The pupils *bisected* the angle. 6. Magellan was the first to *circumnavigate* the globe. 7. *And* is a *conjunction*. 8. He *contradicted* everything I said. 9. The people *deposed* the king. 10. The wind *dispelled* the smoke. 11. The principal *expelled* the pupil. 12. The disorderly player was *ejected* from the grounds. 13. It was an *extraordinary* victory. 14. The minstrel was *infirm* and old. 15. The enemy *invaded* our country. 16. We

\* **Ex** is used when the next word begins with a vowel or **h**. Before other words either **ē** or **ex** is used.

import many articles at New York. 17. The United States favors *international* peace. 18. They organized an *intraurban* baseball league. 19. Poverty may sometime be *nonexistent*. 20. He objected to my argument. 21. The coat was *impervious* to the rain. 22. He added a *postscript* to the letter. 23. The weather man *predicts* rain for tomorrow. 24. The missile was *projected* ten miles. 25. The flood gradually *receded*. 26. There is no *progress*, but an actual *retrogression*. 27. South Carolina was the first state to *secede* from the Union. 28. We have *semiannual* promotions. 29. The *submarine* at once *submerged*. 30. He showed almost *superhuman* endurance. 31. The first *transatlantic* air voyage was made by Americans.

**2. Prefixes in Latin.** Learn the meaning of each of the following prefixes; and hereafter, when you meet a word beginning with a prefix, observe the effect of the prefix on the meaning of the word:

ab-, away: abdūcō (ab + dūcō, *lead*), *lead away*

ad-, to: advocō (ad + vocō, *call*), *call to*

ante-, before: antecēdō (ante + cēdō, *move*), *go before, precede*

circum-, about: circumnāvigō (circum + nāvigō, *sail*), *sail around*

con- (= cum), together: convocō (con + vocō, *call*), *call together*

dē-, down, away: dēportō (dē + portō, *carry*), *carry away*

ex-, out: exportō (ex + portō, *carry*), *carry out, export*

in-, in, into: importō (in + portō, *carry*), *carry in, import*

inter-, between: interrogō (inter + rogō, *ask*), *inquire*

ob-, against: obtineō (ob + teneō, *hold*), *secure, get hold of*

per-, through: permaneō (per + maneō, *remain*), *remain through, stay*

prae-, before: praeparō (prae + parō, *get ready*), *prepare*

prō-, forth: prōvocō (prō + vocō, *call*), *call forth, provoke*

sub-, under: subscribō (sub + scribō, *write*), *write beneath, subscribe*

trāns-, across: trānsportō (trāns + portō, *carry*), *transport*

Other prefixes that you will meet are contrā-, *against*; dis-, *apart*; intrō-, *within*; re-, *back*; sē-, *apart*; subter-, *beneath*; super-, *over*. The prefix in- often is used with a negative force: as, incertus, *uncertain*; incognitus, *unknown*.

### Drill and Review

**273.** Conjugate *videō* in the present indicative, active and passive, and give the meanings.

**274.** What one idea is expressed by the genitive? by the dative? What two ideas are expressed by the nominative and accusative? What are the three *p*'s of agent?

**275.** Express in Latin the italicized words:

1. She walks *with Cornelia*. 2. I work *with the strong men*. 3. You study *with him*, and he studies *with me*. 4. They work *with us*. 5. Rome was inhabited *by the Romans*. 6. Latin is liked *by me, by you, and by her*. 7. Go *out of the temple*. 8. Come *out of the streets*.

**276.** Complete the following sentences:

1. (*In the wide gardens*) ambulans.
2. In templum (*with you*) properans.
3. Fābulam (*to her and to us*) narrant.
4. Agricolaē (*by you and me*) laudantur.
5. Cibus (*out of the villa*) portātur.
6. Cūr (*into my garden*) properātis?

**277.** Give the Latin for

I am taught. You (sing.) are frightened. It is inhabited. We are adorned. You (plur.) are praised. They are moved.

**278.** Proceed as in previous exercises:

1. Ab eā cēna tua laudātur. 2. Cibus noster ex tricliniō ab eō portātur. 3. Imperia Rōmānōrum eīs ab nūntiō nūntiantur. 4. Gladii et scūta ab eīs portantur. 5. Quis mēcum hodiē cēnat? 6. Locus tertius est meus. 7. Quibuscum trāns viam properās? Quibus cibum dās? 8. Puerī, male labōrātis; itaque ā mē nōn laudāmini. 9. Hōra cēnae Rōmānae erat nōna. 10. Nunc magnō in periculō sumus. 11. Ā dextrā et ā sinistrā sunt silvae amplae.

## LESSON 25

### THE CIRCUS MAXIMUS \*

The Circus Maximus was the oldest, the largest, and the most popular of the places where great public shows were given in Rome. In shape the structure was like a much elongated letter U. Shows of several kinds were given in the Circus (the word *circus* means a *ring*), but the most important were the chariot races. It is said that several hundred thousand spectators could be accommodated in this oval.

Speed cannot have been the most important part of a chariot race to the Roman spectator. The sandy surface of the track, the narrowness of the course, and the sharp turns made against speed. The likelihood of mishap to the chariots and the constant danger of both the horses and their drivers probably gave the spectators the excitement they craved.

Give rapidly all the possible forms of *amīcō, rogō, puerī, mihi, eī, bellī, cui, quī, quid, morā, mora, bella, nauta, nautā, mētās, quibus.*

**279.** *Multae in lūdō Rōmānō sunt fēriae. Puerī Rōmānī fēriās amant. Hodīe in lūdō Pūbli sunt fēriae.*

*Itaque Flaccus cum Pūbliō et amīcō Pūbli per viās ad Circum Maximum properant. Circus Maximus est locus plānus ubi lūdī Circēnsēs<sup>1</sup> habentur. Puerī ē viā in Circum celeriter movent et in subselliis pūblicis sedent. Circum eōs magnus numerus virōrum et fēminārum jam congregātur; nam spectācula et lūdī ā Rōmānīs magnopere amantur.*

\* For a description of the Circus Maximus read one of the following passages :

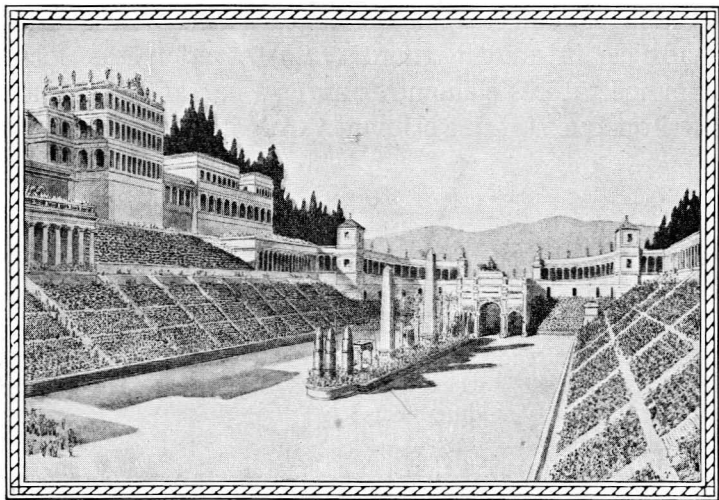
DAVIS. *A Day in Old Rome*, pp. 384-389.

FOWLER. *Social Life at Rome*, pp. 299-304.

JOHNSTON. *Private Life of the Romans*, pp. 229-241.

MCDANIEL. *Roman Private Life*, p. 154.

SHUMWAY. *A Day in Ancient Rome*, pp. 69-71.



THE CIRCUS MAXIMUS

The crowd awaits the start of a chariot race. Note the vast size of the Circus

Certāmen quadrīgārum (*A race of four-horse chariots*) in Circō longō et angustō habētur.\* Sed quadrīgae in arēnā nōndum sunt. Igitur Flaccus et puerī ex subselliis spectātōrēs et arēnam et spīnam spectant. Quam multī spectātōrēs adsunt! Ā dextrā et ā sinistrā spectātōrēs 5 quadrīgās exspectant.

Fortasse rogās, "Quid est spīna?" Arēna longa et angusta Circī mūrō dīviditur.<sup>2</sup> Hic (*This*) mūrus ā Rōmānīs spīna appellātur. Spīna multīs<sup>3</sup> in locīs<sup>4</sup> statuīs<sup>2</sup> equōrum et aurīgārum ōrnātur. Prope terminōs spīnae 10 sunt mētāe (*goals*), trēs columnae. Pūblius et amīcus eius mētās et arēnam et statuās spectant, dum quadrīgās exspectant.

\* For a vivid description of a Roman chariot race read the account of the race between Ben-Hur and Messala in Lew Wallace's novel "Ben-Hur," chap. xiv.

Subitō signum<sup>5</sup> mappā albā<sup>2</sup> datur. Sine morā quattuor quadrīgae in arēnam ruunt (*rush*) et ad mētās volant. Tum spectātōrēs clāmant et aurīgās incitant. Flaccus et puerī quoque stant et clāmant. Culpātisne eōs?

## 280.

## Notes

1. Lūdī Circēnsēs, *shows of the Circus*. Lūdus means *game, play, show*, as well as *school*.

2. Arēna mūrō dividitur, *the arena is divided by a wall*. Study thoroughly section 281 now.

3. You are already aware that the adjective of a prepositional phrase is frequently placed before the preposition. How do you know that *multis* modifies *locis*?

4. Study section 282 now.

5. The chariots rushed forth at a signal from the person who was giving the games. The signal was the dropping of a white cloth.

## Grammar

**281. Fifth Use of the Ablative. Means.** In the translation the phrase "by a wall" tells the means by which the arena is divided. In Latin the idea of means is similar to that of agent, but it does not refer to a person, and it never takes a preposition: as, *Librīs docet, he teaches with books*. The two ideas of means and agent must, therefore, be carefully distinguished.

In translating into English an ablative of means the prepositions *by* or *with* may be used. Remember that this use of *by* is expressed in Latin *without* a preposition.

We sometimes express the idea of means in English by the objective case without a preposition, as in "They fought tooth and nail." This is like the Latin ablative of means.

Learn the following statement:

The ablative, without a preposition, may express the means by which something is done.



AWAITING THE START OF THE CHARIOT RACE

Sometimes the chariots were located in stalls behind double doors, which swung outward when the signal for the start was given. Sometimes they were drawn up behind a line, as pictured here. The resemblance of a Roman circus to a modern stadium, and the huge extent of the structure, are as evident in this picture as in that on page 143. The seats, rising tier on tier, were made of wood or stone; even marble was used in the more elaborate of these places of amusement.

**282. Sixth Use of the Ablative. Place Where.** The phrase *multis in locis* states the place where the *spina* is decorated. You have often seen this usage of the ablative since the first lesson.

Learn the following statement :

When used with the preposition *in*, the ablative shows the place where something is or where something is happening.

Keep in mind the difference in the ideas expressed by the accusative with *in* and by the ablative with *in*.



## 283.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<i>fē'riae, -ā'rum, f. plur.</i>		<i>holidays</i>
<i>subsel'lium, subsel'li, n.</i>		<i>seat, bench</i>
<i>nu'merus, -ī, m.</i>	enumerate, <i>numerō</i>	<i>number</i>
<i>con'gregō, congregā're</i>	congregate	<i>assemble</i>
<i>spectā'culum, -ī, n.</i>	spectacle	<i>show, spectacle</i>
<i>quadrī'ga, -ae, f.</i>		<i>four-horse chariot</i>
<i>arē'na, -ae, f.</i>	arena	<i>sand, course, arena</i>
<i>nōn'dum, adv.</i>		<i>not yet</i>
<i>i'gitur, conj.</i>		<i>therefore</i>
<i>spectātō'rēs</i>	spectators	<i>spectators</i>
<i>appel'lō, appellā're</i>		<i>call, name</i>
<i>aurī'ga, -ae, m.</i>		<i>charioteer</i>
<i>ter'minus, -ī, m.</i>	terminus	<i>end</i>
<i>dum, conj.</i>		<i>while</i>
<i>su'bitō, adv.</i>		<i>suddenly</i>
<i>sig'num, -ī, n.</i>	sign	<i>signal, sign</i>
<i>mo'ra, -ae, f.</i>		<i>delay</i>
<i>in'citō, incitā're</i>	incite	<i>arouse, stir</i>

## 284.

## Application of Latin to English

1. Explain the meaning of the italicized words:

- The man was charged with *inciting* the strikers to violence.
- The buffalo is threatened with *extermination*.
- The commission on international debts declared a *moratorium*.
- Mr. Smith has been *designated* for the position.
- The game was *spectacular*.

2. *Congregāre*, to gather together, is formed from the noun *grex*, a flock or herd. The idea of a flock with its shepherd is closely associated with the church, since congregation means literally flock, while pastor literally means shepherd. When an educational institution is said not to have coeducation but segregation, it means that the boys and girls flock

apart (*se-*) from each other, that is, by themselves. When the sales for a year amount in the aggregate to so much, they amount to this when all are herded or lumped together. A *gregarious* person is one who likes to be in a flock. An *egregious* blunder is one out of (*ex-*) the common herd and remarkable for its bad quality.

3. The modern circus gets its name from the Circus Maximus, described in this lesson. When you go to a circus today and see a chariot race, you are doing what Roman boys did two thousand years ago. Before the modern circus begins, there is usually a procession, and in this, too, we are following the ancient custom of opening the events in the Circus Maximus with a grand procession.

### Drill and Review

**285.** Conjugate *appellō* in the present indicative passive.

**286.** What ideas are expressed by the ablative case?

**287.** Express in Latin the italicized words:

1. They walk *with the boys*. 2. He fights *with a javelin*, and they fight *with swords*. 3. They carry the grain *by means of carts*. 4. You are praised *by your friends*. 5. Give it *to me*. 6. Come *to me*. 7. She delights the lady *with a rose*. 8. We are carried *by the horse*. 9. The races were started *by signals*. 10. The children are cared for *by kind servants*.

**288.** Proceed as in previous exercises:

1. Italia ab Rōmānīs habitātur. 2. Fābulae magistrōrum ā discipulīs probantur. 3. Cum dīligentiā servī in hortō nōndum labōrant. 4. Puerī pecūniā dēlectantur. 5. Quī librīs nōn docentur? 6. Deī et deae dōnīs dēlectantur. 7. Ā quō signum subitō datur? 8. Tempła igitur rosīs nunc ōrnantur. 9. Verbīs magistrōrum incitāmur. 10. Magnus numerus carrōrum in viīs vidētur. Quid carrīs portātur? 11. Villa Rōmāna pictūris et statuīs

ōrnātur, sed paucās cathedrās in ātriō habet. 12. Terminī spīnae mētae appellantur. 13. Dum nōs exspectant, vōs in Circum intrātis.

### REVIEW 5

#### 289.

#### Vocabulary Review

The following list contains the words of Lessons 21–25 that are for permanent retention:

146. ā, ab	155. memoria	164. spatium
147. appellō	156. mora	165. subitō
148. cum	157. nōndum	166. teneō
149. dexter	158. nōnus	167. tertius
150. dum	159. numerus	168. timidus
151. dūrus	160. sī	169. ultrā
152. ē, ex	161. signum	170. verbum
153. exspectō	162. sine	
154. medius	163. sinister	

#### 290.

#### Grammar Review

From the last five lessons you should have learned:

1. The dative and ablative cases, singular and plural, of the personal and interrogative pronouns; and the complete declension of these pronouns.

2. The ablative case, singular and plural, of nouns of the first and second declensions.

3. The complete inflection of nouns of the first and second declensions.

4. The complete inflection of adjectives of the first and second declensions.

5. What the passive voice is; and what personal endings indicate the passive voice.

6. The inflection of the present indicative passive of verbs of the first and second conjugations.

7. How the ablative is used with prepositions.

8. How the ablative expresses the agent of an action.

9. How the ablative shows accompaniment.

10. How the ablative tells the place from which motion starts.

11. How the ablative expresses the means or instrument by which something is done.

12. How the ablative shows the place where something is or is done.

Give the present stem of each verb in section 289, and inflect each verb in the present indicative, active and passive. See how quickly you can inflect a verb in the two tenses. Decline *verbum vestrum*, *ego*, *tū*, and *is*.

Translate the following forms: *adsunt*, *appellor*, *dēbent*, *exspectātis*, *nāvigō*, *datis*, *videntur*, *movet*, *terrēmur*, *adsumus*, *tenēmini*, *manent*, *monēs*, *nūntiantur*, *parātur*.

## 291.

## Sight Translation

## THE PUNISHMENT OF THE QUEEN OF THEBES

Ovidius, clārus poēta Rōmānus, fābulam dē (*about*) irā Lātōnae nārrat. Quibus fābulam nārrat? Nōbīs et vōbīs fābula nārrātur. Ā quō nārrātur? Ā poētā clārō nārrātur.

Lātōna, magna dea Graeca, superba est quod duōs liberōs (*children*), filium et filiam, habet. Filius Apollō, filia 5 Diāna appellātur. Superba quoque est quod multis in locis ab viris et fēminis adōrātur (*is worshiped*).

Ōlim (*once*) — ita Ovidius nārrat — ira Lātōnae verbis rēgīnae (*queen*) Thēbārum (*of Thebes*) vehementer movetur. Rēgīna Thēbārum Niobē ā Thēbānis appellātur. 10 Dum fēminae Thēbārum sacrificia Lātōnae parant, Niobē appropinquat. "Cūr," inquit, "sacrificia parātis? Cūr glōria (*glory*) Lātōnae vōs dēlectat? Cūr sacrificia mihi nōn ā vōbīs parantur? Cūr mē nōn adōrātis? Ego pulchra sum et rēgīna Thēbārum. Quattuordecim liberōs 15 habeo, septem filiōs et septem filiās. Quot liberōs habet Lātōna? Nōnne laeta esse dēbeō, quod tantum (*so great*) numerum liberōrum habeo? Laeta et superba semper erō (*I shall be*). Nōnne mihi sacrificia parāre dēbētis?"

Verba rēgīnae superbae iram dūram Lātōnae movent. Ad filium et filiam sine morā properat Lātōna et auxilium (*aid*) eōrum rogat. Dea et liberī eius poenam (*punishment*) rēgīnae parant; nam Apollō et Diāna eam juvant, quod verbīs rēgīnae moventur. Celeriter per caelum ad rēgiam (*palace*) Apollō cum Diānā volat. Ibi septem filiī et septem filiae ā deō et deā videntur. Subitō filiī sagittīs (*arrows*) deī ā dextrā et ā sinistrā vulnerantur (*are wounded*) et cūnctī ante oculōs (*eyes*) rēgīnae necantur (*are slain*).

Lacrimās (*tears*) Niobē nōn jam retinet (*holds back*). "Superba," clāmat, "es, Lātōna, quod filiī mei ā filiō tuō necantur. Sed etiam (*even*) nunc septem filiās habeō. Quot liberōs habēs?" Nōn respondet Lātōna. Neque Apollō neque Diāna signum Lātōnae expectat. Statim (*immediately*) sagittae deae per caelum volant; statim sex filiae miserae in terrā ante rēgīnam jacent (*lie*). Tum Niobē vehementer terrētur et ultimam (*last*) filiam timidam tegere (*to protect*) parat. "Meam filiam ultimam servāte (*save*)," clāmat. Sed dum clāmat Niobē misera, ex caelō sagitta volat et filia ultima ab deā dūrā necātur. Tanta erat poena rēgīnae superbae.

## 292.

## Derivation

1. Tell the Latin word (and its meaning) with which each of the following English words is connected by derivation: *intimidate, exculpate, aperture, sinecure, rustic, immemorial, ambidextrous, cells, spectacular, terminate, determine, culinary, empire, obdurate*.

2. Collect as many English derivatives as possible from *teneō*.

## PUBLIUS WATCHES THE RACES

293. Sexte, herī in lūdō<sup>1</sup> nōn eram (*was*), sed lūdōs<sup>1</sup> in Circō<sup>2</sup> spectābam.<sup>3</sup> Tūne quoque lūdōs spectābās? Quīntus, amīcus noster,<sup>4</sup> mēcum sedēbat. Is quoque lūdōs magnō cum gaudiō<sup>5</sup> spectābat. Prīmum certāmen quadrīgārum vidēbāmus.

5

Dum quadrīgās exspectāmus,<sup>6</sup> arēnam spectābāmus. Prope<sup>7</sup> nōs multōs amīcōs vidēbāmus. Sororne tua in Circō tēcum sedēbat? Nōnne nōs vidēbātis? Sed fortasse tū et soror tua longē ā<sup>8</sup> nōbīs sedēbātis. Nōs igitur nōn vidēbātis.

10

Quam dūrum est signum et quadrīgās exspectāre! Longa erat mora. Per ūnam hōram exspectābāmus.

Tandem signum datum est (*was given*). Tandem quattuor quadrīgae per arēnam volābant. Ego albātam,<sup>9</sup> russātam Quīntus incitābat. "Occupā locum interiōrem!"<sup>10</sup> 15 Laxā habēnās (*Loosen the reins*)!" clāmābam. Et diū aurīga meus priōrem locum<sup>11</sup> tenēbat. Jam victōriam spērābam, cum (*when*) subitō aurīga in terram rotā frāctā<sup>12</sup> prope terminum spīnae jactātur. In arēnā jacēbat et trāns corpus eius (*his body*) cēterae quadrīgae 20 volābant. Nōn jam aurīga spīrābat. Horrēbam (*I shuddered*). Lacrimae oculōs meōs implēbant (*filled*). Tacēbam.

Sed circum mē spectātōrēs laetī "Russāta palmam (*prize*) habet!" clāmābant. Stābant et victōriam russātae verbīs probābant.

25

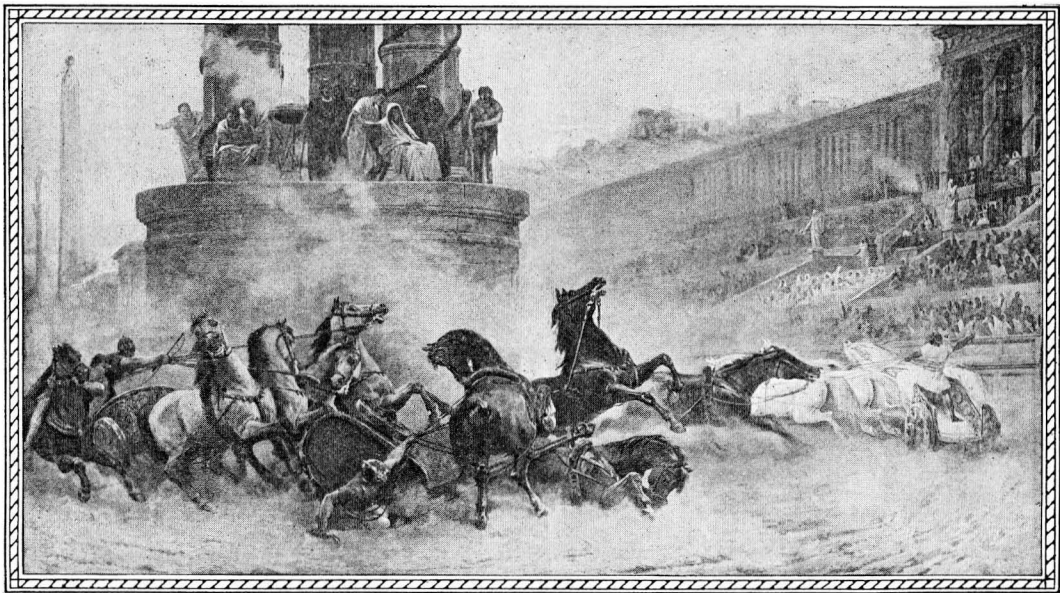
## 294.

## Notes

1. Remember the two meanings of *lūdus* (§ 280, n. 1).
2. What does *Circō* tell? How is the idea expressed?
3. *Spectābam*, *I was looking at*. This is the past progressive, or imperfect, tense of *spectō*. Study at once section 295.
4. Explain the case of *amicus noster*.
5. *Magnō cum gaudiō*, *with great joy*, or *very joyfully*. Study section 296 now.
6. *Dum . . . expectāmus*, *while we were awaiting*. *Dum* with the present tense expresses the past progressive idea.
7. What part of speech is *prope*?
8. *Ā* (*ab*) means *from*, *away from*, as well as *by*. With this meaning it is found in phrases showing *place from which* or *separation*. See section 270.
9. When a Roman gave a public show of races in the Circus, he hired the teams and their drivers from the great racing organizations which existed in Rome. These organizations had large establishments of men and horses, even larger than those maintained by modern racing stables. The drivers were slaves or freedmen. Sometimes they wore shoulder pads, like our football players. As the chariots were distinguished by the colors worn by the drivers, the organizations came to be named popularly from the colors: as, *albāta*, "the White"; *russāta*, "the Red." Great rivalry existed between the organizations.
10. *Locum interiōrem*, *the inner position*, that is, "the pole," "the inside track." The position next the *spina* was naturally one of advantage to the charioteer.
11. *Priōrem locum*, *the lead*.
12. *Rotā frāctā*, *because of a broken wheel*.

## Grammar

**295. The Past Progressive Indicative Active.** The past progressive tense represents an action as taking place in past time: as, *He was working*. In Latin it is formed of three elements: (1) the present stem; (2) the sign of the past progressive tense, *-bā-*; (3) the personal endings (*-m*, not *-ō*, is the ending of the first person singular): as, *vocā-ba-m*,



### A ROMAN CHARIOT RACE

The difficulty and the danger in making the turn of the spina in a chariot race are well shown in this picture



*I was calling*; **monē-ba-m**, *I was warning*. The other persons have the same active personal endings with which you are already familiar, and you will have no difficulty in recognizing them. The only new element is the tense sign **-bā-**. Watch sharply for verbs containing it.

We are not so accurate in the expression of tense ideas as the Romans were. Thus you will find that the English past simple (*I called*) often sounds more natural than the English past progressive as a translation of the Latin past progressive.

**Vocābam**, *I was calling*, is another illustration of the Latin method of expressing differences in ideas by *changes* in the *form* of words, in contrast to the English method of expressing these ideas by *separate words*. The old form *calledst*, still used in solemn style, as in the Bible, shows the same three elements as **vocābam**: a stem, *call-*, a tense sign, *-ed-*, and a personal ending, *-st*.

Learn thoroughly now the inflection of the past progressive (imperfect) indicative active of **vocō** and **moneō** as given in the Appendix, page 26.

Observe that the vowel of the tense sign **-bā-** becomes short before the personal endings **-m**, **-t**, and **-nt**.

**296. Seventh Use of the Ablative. Manner.** The phrase **magnō cum gaudiō** tells how the games were viewed. Learn the following statement:

The ablative in a phrase introduced by *cum* expresses the manner of an action. Sometimes *cum* is omitted when there is an adjective in the phrase. (See § 269.)

## 297.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
he'rī, <i>adv.</i>		yesterday
gau'dium, gau'di, <i>n.</i>		joy
pri'mum, <i>adv.</i>		first, first of all

NEW WORD	RELATED WORD	MEANING
<u>so'ror</u> , <i>f.</i>	sorority	<i>sister</i>
<u>lon'gē</u> , <i>adv.</i>	<i>longus</i>	<i>far</i>
<u>oc'cupō</u> , <u>occupā're</u>	occupy	<i>seize, hold</i>
<u>di'ū</u> , <i>adv.</i>		<i>long, for a long time</i>
<u>victō'ria</u> , <i>-ae, f.</i>	victory	<i>victory</i>
<u>spē'rō</u> , <u>spērā're</u>	despair	<i>hope, hope for</i>
<u>ro'ta</u> , <i>-ae, f.</i>	rotation	<i>wheel</i>
<u>jac'tō</u> , <u>jactā're</u>		<i>toss, throw</i>
<u>ja'ceō</u> , <u>jacē're</u>	adjacent	<i>lie</i>
<u>cē'terī</u> , <i>-ae, -a</i>	et cetera	<i>the other, the rest</i>
<u>spī'rō</u> , <u>spīrā're</u>	respiration	<i>breathe</i>
<u>la'crima</u> , <i>-ae, f.</i>		<i>tear</i>
<u>o'culus</u> , <i>-ī, m.</i>	oculist	<i>eye</i>
<u>ta'ceō</u> , <u>tacē're</u>		<i>be silent</i>

## 298. Application of Latin to English

1. Explain the meaning of the italicized words:

- The earth *rotates* about its axis once every twenty-four hours.
- Tears are produced in the *lachrymal* glands.
- The sight was *abhorrent* to me.

2. A *tacit* agreement is one that exists without any words to that effect. Compare "Silence gives consent."

3. See how many derivatives you can discover from *spīrāre*, *to breathe*. Try putting before the word the prefixes you know. Consult an English dictionary,\* looking first for words beginning with *spir*, then for the various prefixes followed by *spir*.

4. What letter has been lost in *expect*, *expire*, and *expatiate*? Why is *abhorrent* spelled with two *r*'s?

\* Each pupil should own, if possible, an English dictionary which shows the language origin of English words, such as Webster's Secondary School Dictionary, The Concise Oxford Dictionary, and the Desk Standard Dictionary.

## Drill and Review

**299.** What two ideas are expressed by the Latin present tense? What does the name of the *past progressive* tense tell you about the idea it expresses?

**300.** Add the past progressive tense sign and then the personal endings to the present stems of *laudō* and *videō*. Accent each word, pronounce, and translate.

**301.** Divide the following forms into stem, tense sign (if there is one), and personal ending, and translate them:

tacēbat  
replēbāmus

horrēbās  
jactātur

spīrant  
amābat

**302.** Decline *gaudium magnum* and *victōria vestra*.

**303.** Express in Latin the italicized words:

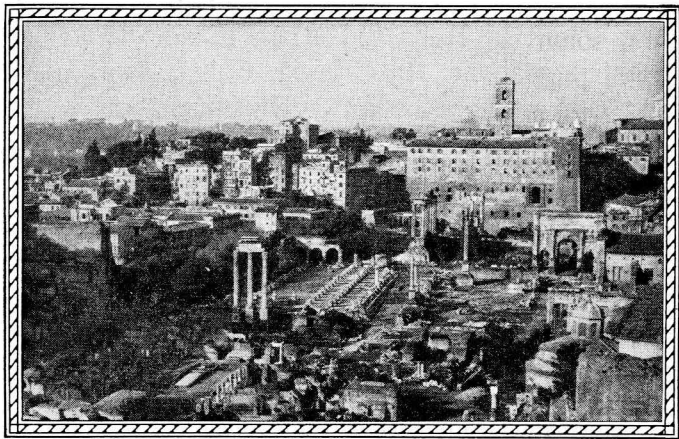
1. *I was working*, but *you were sitting* in the garden. 2. *We were walking* out of the villa. 3. *He was announcing* the victory. 4. *They were hurrying* across the street.

**304.** Complete the following sentences:

1. (*With joy*) in lūdō labōrāmus.
2. (*Toward the wall*) pīla (*they were carrying*).
3. (*Far from you*) habitō.
4. Nāvicula (*by the wind*) movētur.

**305.** Proceed as in previous exercises:

1. Dum spīrō, spērō. 2. Italia nōn longē ā Graeciā est.  
3. Victōria cōpiārum nostrārum ā nūntiis nūntiātur.  
4. Cūr dubitābās? Nōsne timēbās? 5. Lacrimae fēminārum miserārum eōs movēbant. 6. In Italiā nōn diū manēbant. 7. Rōmānī terram eōrum occupābant. 8. Amicī meī sententiam probābātis. 9. Eī sedēbant. Ego nōn sedēbam. Soror mea sedet. 10. Ante oculōs meōs cōpia pecūniae jacēbat. 11. Neque vōs neque cēterī virī stābātis. 12. Carrus quattuor rotās habet.



THE ROMAN FORUM AS IT APPEARS TODAY

## LESSON 27

### ROME GREW; ROME FELL

Give the forms of *amābās, probās, superbās, stābam, superbam, lūdō, laudō, habēte, habētis, terrās, terrēs, respondeet, respondēbant.*

**306.** Rōma nōn semper erat magna et pulchra. Primum Rōma ab incolis paucis habitābātur.<sup>1</sup> Per multos annos Rōmānī oppidum parvum et miserum habitābant. Aedificia diū erant parva, et angustae erant viae oppidī. Validi viri in agris labōrābant aut in bellō cum vicinīs 5 pugnābant. Semper Rōmānī appellābantur bellicōsī. Vicinī quoque Rōmānōrum bellicōsī erant, sed ā Rōmānīs superābantur. Saepe agrī eōrum ā Rōmānīs vāstābantur et multa praeda in oppidum portābātur. Saepe agrī vicinōrum ā Rōmānīs occupābantur. Multae erant 10 victōriae Rōmānōrum. Tandem imperium Rōmānōrum maximum erat.

Nōn solum in Italiā sed etiam in aliis (*other*) terris Rōmānī pugnābant. In Graeciā, Galliā, Asiā, Hispāniā magnā cum glōriā populus Rōmānus pugnābat.

Tandem Rōma magna et splendida erat. Magna et alta  
 5 erant aedificia Rōmae. Maximē pulchrum et splendidum erat forum Rōmānum.<sup>2</sup> In forō Rōmānō multa templa et ārae vidēbantur. In templis ante<sup>3</sup> ārās deī<sup>4</sup> ā populō Rōmānō adōrābantur.<sup>5</sup>

Quid in forō Rōmānō hodiē est? Nōn jam templa et  
 10 ārae in forō sunt. Nōn jam in templis virī deōs adōrant. Ruinae (*Ruins*) in forō hodiē videntur. Pulchrae tamen sunt forī ruinae. Etiam nunc magna est glōria populī Rōmānī.

## 307.

## Notes

1. **Habitābātur** is a form of the past progressive (imperfect) indicative passive. Study section 308 now.

2. The Roman Forum was the center of Roman life for over a thousand years. About it cluster more historical associations than about any spot of equal size on the globe.

In the earliest days of the city the Forum was a market place, where men gathered for barter and trade from the seven hills, on which there were then settlements. When the several settlements were united to form Rome, the Forum gradually ceased to be a market place and developed into a center for the commercial, religious, civil, legal, and political life of the city. Here assemblies of the people were held. Here was the senate house. Here were the courts. Here stood beautiful temples in honor of the great deities of Rome.

During the Middle Ages the buildings of the Forum were almost wholly destroyed and their remains buried in rubbish, so that the ancient pavement is now many feet below the present level of the ground.

3. What part of speech is **ante**? What case does it govern?

4. In what cases may **deī** be? Why is it not likely to be genitive singular? In what case is it?

5. How does **adōrābantur** settle definitely the form of **deī**?

## Grammar

**308. The Past Progressive Indicative Passive.** This tense is like the corresponding active tense except that the passive personal endings are used instead of the active. You will have no difficulty in recognizing these forms. Watch sharply for the tense sign *-bā-*.

Review the conjugation of the model verbs *vocō* and *moneō* throughout the first two tenses of the indicative, active and passive, as given in the Appendix, pages 25-26.

## 309.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<i>in'cola, -ae, m.</i>		<i>inhabitant</i>
<i>op'pidum, -ī, n.</i>		<i>town</i>
<i>a'ger, a'grī, m.</i>	<i>agricola</i>	<i>field</i>
<i>aut, conj.</i>		<i>or</i>
<i>vīcī'nus, -ī, m.</i>	<i>vicinity</i>	<i>neighbor</i>
<i>bellicō'sus, -a, -um</i>	<i>bellum</i>	<i>warlike</i>
<i>su'perō, superā're</i>	<i>super</i>	<i>overcome, defeat</i>
<i>vās'tō, vāstā're</i>	<i>devastate</i>	<i>lay waste</i>
<i>prae'da, -ae, f.</i>		<i>booty, prey</i>
<i>nōn sō'lum . . . sed et'iam</i>		<i>not only . . . but also</i>
<i>glō'ria, -ae, f.</i>	<i>glory</i>	<i>glory</i>
<i>po'pulus, -ī, m.</i>	<i>population</i>	<i>people</i>
<i>ta'men, conj.</i>		<i>nevertheless, yet</i>
<i>et'iam, adv.</i>		<i>even</i>

**310. Nouns and Adjectives ending in *-er*.** Note that in the declension of *ager* the *e* before *-r* is dropped in the genitive singular (*agrī*) and in the other cases, while in the declension of *puer* the *e* is retained (*puerī*). English derivatives come from the form found in the genitive, and hence show whether the *e* is dropped or retained in the Latin declension of a noun or adjective ending in *-er*. Thus, *puerile* shows that *puer*

keeps the *e* in the genitive; *agriculture* shows that *ager* drops the *e*. What do the derivatives *magistrate* and *misery* show regarding the declension of *magister* and *miser*?

### 311. Application of Latin to English

1. Explain the meaning of the italicized words:

- Congress passed an *agrarian* bill for the benefit of the farmers.
- The difficulties appeared *insuperable*.
- The *depredations* of the outlaws must be stopped.
- The city was almost *depopulated* by the flood.
- The wolf is a *predatory* animal.

2. Why is a *terrier* so called?

3. From *magnus*, *great*, comes *magnitude*, greatness. A *magnate* is a great man, a man of distinction. *Magnificent* means literally "doing great things," that is, great in action or position. A *magnifying* glass is one that makes objects great or large. A *magnanimous* person is big-hearted. Explain *magnanimity*. *Magnus* appears, much changed, in "the *main* point," that is, the big point. "*Magna* vox" means big voice, that is, loud speaker.

### Drill and Review

312. Give the stem, tense sign (if there is one), and personal ending of each of the following forms, and then translate it:

portābar	probābātur	vidēmur	salūtābāmini
laudābāmur	appellābāmur	dēsiderātur	incitābar
habēbātur	sedēs	dabātur	movēbātur
portābantur	portantur	labōrābat	labōrat

313. Conjugate *superō* in the present and past progressive (imperfect) indicative, active and passive.

314. Decline *oppidum*, *ager noster*, *ager lātus*.

**315. Answer in Latin:**

1. Quī cum Rōmānīs pugnābant?
2. Quibuscum Rōmānī pugnābant?
3. Quī ā Rōmānīs superābantur?
4. Quōrum agrī ā Rōmānīs vāstābantur?
5. Ubi Rōmānī pugnābant?

**316. Copy the following sentences, completing them, and translate:**

1. Ager ab agricol— arā—.
2. Agrī Rōmānōrum ā vicīn— nōn vāstāba—.
3. Virī agrōs equ— arāba—.
4. Deī ā puer— et puell— adōrāba—.
5. Ab amīc— ego salūtāba—.

**317. Proceed as in previous exercises:**

1. Nōn solum in oppidō sed etiam in agrīs cum gaudiō manēbāmus. 2. Oppida vicīnōrum ā Rōmānīs celeriter occupābantur aut vāstābantur. 3. Praeda multa in oppidum ā virīs portābātur. 4. Inter oppidum et agrōs spatium apertum ā nōbīs vidētur. 5. Eum in viā nōn videō; tamen eum expectō. 6. Populus Rōmānus primum incolās Italiae superābat. 7. Cēterī populī ā nōbīs superābantur. 8. Neque praeda neque cibus ex silvīs ā virīs carrīs movēbātur. 9. Quis tibi respondēbat? 10. Meus amīcus longē ā mē inter agrōs habitābat. 11. Mediō in oppidō erat templum. 12. Etiam tū nullam pecūniam habēbās.



## LESSON 28

### THE DELIGHTS OF TOWN\*

Give the possible forms of *vāstās*, *praedās*, *is*, *es*, *sumus*, *summus*, *populō*, *occupō*, *signum*, *medium*, *spatium*, *oppidī*.

**318. DECIMUS.** Salvē, Lūcī. Herī in lūdō nōn erās.<sup>1</sup>

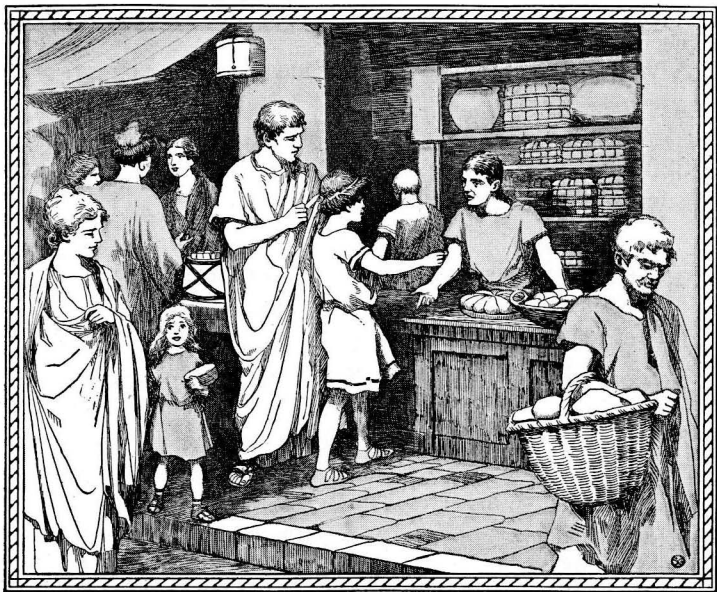
LŪCIUS. In oppidō cum amicīs eram. Per viās oppidī ambulābāmus aut tabernās spectābāmus; nam<sup>2</sup> amicī mei pānem (*bread*) et ūvās (*grapes*) dēsīderābant. Duo servī  
5 nōbīscum<sup>3</sup> ambulābant. Sed tū, Decime, ubi herī erās?

DEC. Ego quoque in oppidō eram. Mēcum erat patruus meus. Ōlim patruus meus in Galliā cum Gallīs pugnābat, sed<sup>4</sup> nunc in Italiā habitat. Villa eius nōn longē ab nostrā abest.<sup>5</sup> Ab eō Italia, patria eius, maximē amātur. Oppi-  
10 dum eum dēlectat. Agricolae<sup>6</sup> agrīs, fēminae<sup>6</sup> villīs et hortīs, sed patruus meus viīs et forō oppidī dēlectātur.

LŪC. Erātisne tū et patruus tuus laetī?

DEC. Maximē laetī erāmus. Diū in forō erāmus. Ibi erant<sup>7</sup> multī virī; erant<sup>7</sup> agricolae validī cum equīs et  
15 carrīs; erant fēminae cum puellis parvīs et puerīs. Circum nōs erat populus laetus. Interdum patruus ab amicīs salūtābātur, interdum amicōs aut vicinōs salūtābat. Ego tabernās spectābam. Tandem ante tabernam stābāmus, cum (*when*) patruus clāmat: "Ecce, tibi<sup>8</sup>  
20 nummōs (*coins*) dō. Tibi aliquid eme (*Buy yourself something*)." Statim crūstula (*cookies*) emō. Tum ego quoque oppidō dēlector.

\* Read "A Day in Old Rome," by Davis, pp. 15-33.



IN FRONT OF A ROMAN BAKESHOP

The Roman shop was merely a small booth at the front of a building

## 319.

## Notes

1. *Erās, you were*, is a form of the past progressive (imperfect) of *sum*. Learn section 320 now.

2. *Nam* shows that the clause will explain the reason for what has gone before.

3. To what words is the preposition *cum* attached?

4. *Sed* shows that the clause will tell something contrary to what has gone before.

5. *Abest* (from *absum*), is *distant*.

6. *Dēlectantur* is understood with *agricolae* and *fēminae*.

7. *Ibi* means *there* in the sense of *at that place*, as in "Many men were there." A good translation of the second *erant* requires the use of the expletive *there* (which is not expressed in Latin), as in "There were sturdy farmers." The expletive *there* is so called

because it fills up the place of the subject and enables us to put the subject after the verb.

8. What is the case of *tibi*? What idea does this express?

### Grammar

**320. The Past Progressive of *Sum*.** The past progressive of *sum* is inflected as follows:

<i>Singular</i>	<i>Plural</i>
e'ram, <i>I was</i>	erā'mus, <i>we were</i>
e'rās, <i>you were</i>	erā'tis, <i>you were</i>
e'rat, <i>he was</i>	e'rant, <i>they were</i>

Review the present tense of this verb, Appendix, page 31.

**321.**

### Vocabulary

NEW WORD	MEANING
pa'truus, -ī, <i>m.</i>	<i>uncle</i>
ō'lim, <i>adv.</i>	<i>formerly, once</i>
Gal'lus, -ī, <i>m.</i>	<i>a Gaul (inhabitant of Gaul)</i>
sta'tim, <i>adv.</i>	<i>at once, immediately</i>

**322.**

### Application of Latin to English

1. Explain the meaning of the italicized words:

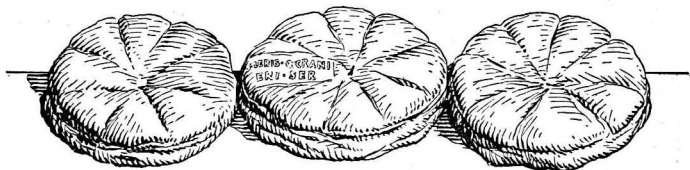
- While in New York we visited the *Aquarium*.
- The façade of the building was very *ornate*.
- The huge serpent approached with an *undulating* movement.

2. *Alarm* is derived from *ad*, *to*, and *arma*, *arms*, and was originally a call "to arms." It then came to mean any warning of danger, and finally a contrivance for waking people.

3. See how many derivatives you can think of from *vidēre*, *to see*, first without prefixes and then with prefixes. Use both the first and the last principal part (*vid-* and *vīs-*). Finally consult your dictionary. See if you can devise some kind of drawing by which you can picture the root word and its numerous English branches.

## Drill and Review

**323.** Conjugate *terreō* in the present and past progressive tenses, active and passive. State the person, number, tense, and meaning of *sumus*, *erātis*, *es*, *eram*, *sunt*, *erat*, *erāmus*, *sum*, *erant*.



LOAVES OF BREAD

Bread found in the excavations of Pompeii shows the shape and appearance of the loaf as it was sold in the Roman shops

**324.** What is the case of the italicized words in the following sentences, and what idea is expressed by each word?

1. *Ā Rōmānō* Gallus *gladiō* superābātur.
2. Servus *agricolae equīs* cibum dabat.
3. Magister *eī fābulam* nārrābat.
4. Fīlius *eius mēcum* habitābat.

**325.** Write in Latin (expressing the pronouns):

1. I am a man. 2. You are a girl. 3. She is a lady. 4. We are Romans. 5. They are servants. 6. I was happy. 7. You were wretched. 8. He was ready. 9. We were grateful.

**326.** Proceed as in previous exercises:

1. *Timidae erātis*, sed *puerī nōn timidī erant*. 2. *Cūr tardus erās*, *Mārce*? *Quōcum erās*? 3. *Statim victōria Rōmānōrum nōbīs nūntiātur*. 4. *Procul ab oppidō sunt agrī lātī*. 5. *Dōna nōn solum vōbīs sed etiam nōbīs dantur*. 6. *Viae oppidī eōrum angustae erant*. 7. *Sine tē miserī erāmus*, sed *tēcum sumus laetī*. 8. *Nōn jam lacrimae in oculīs puellae aut puerī vidēbantur*.

## LESSON 29

### THE EXPLOIT OF HORATIUS

There are many tales and legends of early Rome which show some of the best qualities of the Roman character. The story of Horatius is an example of Roman courage in the face of overwhelming odds. Read one of the accounts of this exploit referred to at the bottom of the page.\*

Give all possible forms of *discipulī, tibi, eī, mihi, quī, Rōmānī, vocāminī, audācia, patriā, oppida, puellae, audāciae, nārrat.*

327. Nōta est audācia Rōmānōrum antīquōrum. Horatiē, puerī et puellae, magister vester fābulam dē audāciā Horātī, virī clārī, vōbīs nārrābit.<sup>1</sup> Fortasse ea vōs dēlectābit. Sī verba mea vōs dēlectābunt,<sup>2</sup> fābulam dē  
5 Horātiō semper memoriā tenēbitis. Quam validus erat Horātius! Quam fortiter prō patriā pugnābat! Quam clārum exemplum audāciae praebēbat!

Primum tabulam Italiae antiquae<sup>3</sup> spectābimus. Mārce, sī tabulam ante nōs tenēbis, tibi grātiā habēbimus.<sup>4</sup>  
10 Nunc, discipulī, tabulam spectāte. Locum pugnae dēmōnstrābō.

Sī tabulam spectābimus, Latium et Etrūriam vidēbimus. Quis has (*these*) terrās nōn videt? Ubi Rōmānī habitābant? Ubi Etrūscī, vicinī Rōmānōrum, habitābant?  
15 Quis mihi Rōmam dēmōnstrābit?

\* The story of Horatius is told in the following books:

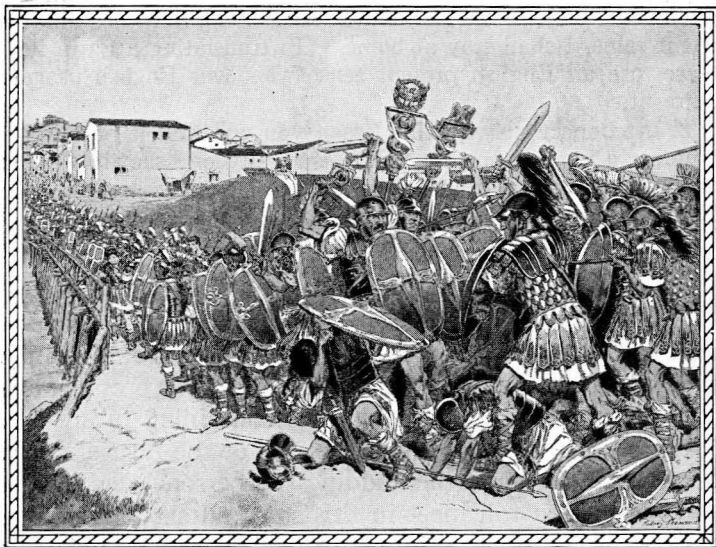
HAAREN and POLAND. Famous Men of Rome, pp. 58-60.

GUERBER. The Story of the Romans, pp. 73-74.

TAPPAN. The Story of the Roman People, pp. 27-30.

HARDING. The City of the Seven Hills, pp. 36-39.

MACAULAY. Lays of Ancient Rome, "Horatius."



THE ROMANS RETREAT BEFORE THE ETRUSCANS

Ōlim bellum inter Rōmānōs et Etrūscōs erat. Etrūscī magnīs cum cōpiīs in agrōs Rōmānōrum vēnerant (*had come*) et Rōmam oppugnābant. Et Rōmānī et Etrūscī fortiter pugnābant, sed Rōmānī ab Etrūscīs superābantur. Dēfessī Rōmānī ex agrīs in oppidum dēmigrābant. Incolae Rōmae 5 vehementer terrēbantur, quod magnō in periculō erant.

Inter oppidum et cōpiās Etrūscōrum est flūmen Tiberis (*the river Tiber*). Sī Etrūscī flūmen trānsībunt (*cross*), Rōmānī statim superābuntur et Rōma dēlēbitur.

## 328.

## Notes

1. Nārrābit, *will tell*. This is the third person singular of the future indicative active. Learn section 329 now.

2. Sī verba mea dēlectābunt, *if my words please* (lit. *shall please*). The Romans were more exact than we are in the use of tenses. We

often use a present tense when we are referring to future time: as, "If it rains, I shall stay at home." In translating a Latin future tense, use an English present tense whenever English usage requires it.

3. In connection with this lesson you will find it profitable to examine a map of ancient Italy, especially one showing the immediate vicinity of Rome. Knowledge of ancient geography will help you greatly in your Latin reading.

4. *Grātiā habēbimus, we shall be grateful.*

## Grammar

**329. The Future Indicative, Active and Passive, of the First and Second Conjugations.** The future tense expresses an act occurring in future time or an act containing future time. It is formed by adding the tense sign of the future, **-bi-**, to the present stem and then adding the personal endings: as, **nārrā-bi-t**. You will meet in this story all six forms of this tense, most of them containing the tense sign **-bi-**, but with slight changes in certain persons. The conjugation of the future active of **vocō** follows:

**vocā'bō**, *I shall call*  
**vocā'bis**, *you will call*  
**vocā'bit**, *he will call*

**vocā'bimus**, *we shall call*  
**vocā'bitis**, *you will call*  
**vocā'bunt**, *they will call*

Distinguish these forms carefully from those containing **-bā-**, the tense sign of the past progressive.

The passive forms of this tense which you will meet differ from the active only in having passive personal endings.

Examine the inflection of these tenses of the model verbs **vocō** and **moneō** in the Appendix, page 27. Note the following points:

1. **Vocō** and **moneō** are conjugated exactly alike in the future tense, except for the difference in the stem vowels.

2. The tense sign of the future is **-bi-**, changing to **-bō** in the first singular, active and passive; to **-bu-** in the third plural, active and passive; to **-be-** in the second singular passive.

After observing these points learn these inflections. This tense furnishes another illustration of the Latin method of expressing changes in idea by *changes in the form of words*. In English future time is expressed by separate auxiliaries, *will* and *shall*. This is a fundamental difference.

## 330.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>nō'tus</u> , -a, -um	noted	<i>well known, famous</i>
audā'cia, -ae, f.	audacity	<i>boldness, bravery, daring</i>
dē, <i>prep. with abl.</i>		<i>from, about, concerning</i>
for'titer, <i>adv.</i>		<i>bravely</i>
prō, <i>prep. with abl.</i>	pro and con	<i>in behalf of, in front of</i>
exem'plum, -ī, n.	example	<i>example</i>
prae'beō, praebē're		<i>furnish, show</i>
pug'na, -ae, f.	pugnō	<i>fight</i>
oppug'nō, oppugnā're	pugnō	<i>attack, besiege</i>
dēfes'sus, -a, -um		<i>wearied, tired</i>
dē'migrō, dēmigrā're	migrate	<i>move, move away</i>
dē'leō, dēlē're		<i>destroy</i>

## 331. Application of Latin to English

## 1. Explain the meaning of the italicized words:

- He wrote with an *indelible* pencil.
- He proved an *exemplary* pupil.
- The editor *deleted* many words in the article.
- This action brought him much *notoriety*.

2. E. g. stands for *exemplī grātiā*, *for the sake of an example*.

3. Explain the following derivatives from *migrāre*, *to move*: *migrate*, *migration*, *migratory*. An *emigrant* (prefix *e-*, out) is a person who moves out of his own country. An *immigrant* (prefix *in-*, into) is one who moves into another country.

4. Why does *emigrant* have one *m* and *immigrant* two *m*'s?



## Drill and Review

**332.** Give the stem, tense sign, and personal ending of each of the following forms, and then translate it:

spectābitis	vidēbimus	nārrābunt	occupābāmus
dabō	habēbitur	tenēbimur	appellābantur
portābit	sedēbit	stābunt	dēlēbuntur

**333.** Conjugate **oppugnō** in the present, past progressive, and future active, and **dēleō** in the same tenses of the passive. Conjugate **sum** in the first two tenses (Appendix, page 31).

**334.** Decline **exemplum nōtum** and **nauta dēfessus**.

**335.** Express each of the following sentences by one Latin word:

- |                     |                      |
|---------------------|----------------------|
| 1. I shall be seen. | 5. They were seeing. |
| 2. Do you see?      | 6. They are seeing.  |
| 3. They will see.   | 7. He will see.      |
| 4. We were seen.    | 8. He will be seen.  |

**336.** Proceed as in previous exercises:

1. Rōmānī in Graeciā fortiter pugnābunt. 2. Cum eīs prō patriā nostrā pugnābimus. 3. Fābulae dē audāciā Rōmānōrum antīquōrum nōs incitāre dēbent. 4. Poētae clārī et nōtī in forō ā puerīs interdum vidēbuntur. 5. Statim in tabernam properābō. 6. Nōn sine periculō oppidum oppugnābitur. 7. Lūcius amīcīs exemplum dīligentiae praebebit. 8. Quī virīs dēfessīs cibum et aquam dabunt? 9. Nōn solum verba tua sed etiam exempla tua memoriā ā nōbīs tenēbuntur. 10. Virī, semper prō deīs et ārīs pugnāte. 11. Quō nautae hodiē nāvigābunt? Nōne ad īnsulam virōs et cōpiam cibī portābunt? 12. Sī cum audāciā pugnābitis, certē laudābiminī.



HORATIUS AT THE BRIDGE

## LESSON 30 (Optional)

### THE EXPLOIT OF HORATIUS (CONCLUDED)

Bear constantly in mind that every Latin exercise tells a sensible story. Never let yourself translate any Latin sentence into English that does not mean anything. It is certain to be wrong.

Give rapidly all possible forms of *locō*, *servō*, *ego*, *tēla*, *rīpā*, *Rōma*, *eius*, *eōrum*, *Horātium*, *perīculum*, *sociōs*, *vōs*, *Horātī*.

337. Ūnō locō<sup>1</sup> in flūmine<sup>2</sup> erat pōns sublicius.<sup>3</sup> Etrūscī jam appropinquant et pontem trānsīre (*to cross the bridge*) parant. Interim perīculum Rōmānōrum augētur. Nam nūllī virī contrā Etrūscōs in ulteriōre rīpā flūminis<sup>4</sup> pugnābant. Quis Rōmam nunc servābit? Quī cum Etrūscīs 5 pugnābunt et eōs superābunt? Ā<sup>5</sup> quō Rōma et patria ā<sup>5</sup> perīculō liberābuntur?

Forte Horātius prope pontem stābat. Is, vir validus, periculum videt, sed nōn diū dubitat. "Cūr terrēminī?" clāmat. "Ego sōlus contrā Etrūscōs pugnābō, dum vōs ā tergō<sup>6</sup> pontem dēlētis."

5 Tum trāns pontem properat et Etrūscōs oppugnat. In<sup>7</sup> eum cūctī Etrūscī tēla multa jactant, sed Horātius pīlis eōrum nōn vulnerātur. Et Rōmānī et Etrūscī audāciā Horātī dēlectantur. Duo Rōmānī, Lārtius et Herminius, Horātium paulisper (*a little while*) juvant, sed ā sociīs  
10 mox revocantur.<sup>8</sup> Nunc Horātius sōlus stat.

Interim Rōmānī ā tergō<sup>9</sup> pontem celeriter dēlent. Tandem pōns in Tiberim dēcidit (*falls*). Statim Horātius armātus in flūmen dēsilit (*leaps down*) et inter tēla Etrūscōrum tūtus<sup>10</sup> ad sociōs trānat. Itaque Rōma  
15 magnā audāciā virī validī servātur.

Posteā Rōmānī propter magnam audāciam et beneficium Horātī statuam eius in forō locant. Nōta erat fāma Horātī.

## 338.

## Notes

1. Ūnō locō = in ūnō locō.
2. In flūmine, *over the river*. The Romans spoke of a bridge as *in* the river, not *over* it.
3. Pōns sublicius, *a wooden bridge*.
4. Ulteriōre rīpā flūminis, *the farther bank of the river*.
5. In this sentence the preposition ā has two meanings. In which phrase does it mean *from*? In which does it show agent?
6. Ā tergō, *behind me* (lit. *from the rear*).
7. In or ad with the accusative sometimes means *against*.
8. The Romans recall Lartius and Herminius when the bridge is almost falling.
9. Ā tergō, *behind him*.
10. Tūtus, *safely*. Sometimes an adjective may be more effectively translated as if it were an adverb.

## 339.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>in'terim</u> , <i>adv.</i>		<i>meanwhile</i>
<u>au'geō</u> , <i>augē're</i>		<i>increase</i>
<u>con'trā</u> , <i>prep. with acc.</i>	contradict	<i>against</i>
<u>rī'pa</u> , -ae, <i>f.</i>		<i>bank</i>
<u>ser'vō</u> , <i>servā're</i>	preserve	<i>save</i>
<u>lī'berō</u> , <i>liberā're</i>	liberate	<i>set free</i>
<u>for'te</u> , <i>adv.</i>		<i>by chance</i>
<u>du'bitō</u> , <i>dubitā're</i>	<i>dubium</i>	<i>doubt, hesitate</i>
<u>sō'lus</u> , -a, -um	solitary	<i>alone</i>
<u>ter'gum</u> , -ī, <i>n.</i>		<i>back, rear</i>
<u>tē'lum</u> , -ī, <i>n.</i>		<i>weapon</i>
<u>vul'nerō</u> , <i>vulnerā're</i>	vulnerable	<i>wound</i>
<u>so'cius</u> , <i>so'cī, m.</i>	social	<i>comrade, friend</i>
<u>re'vocō</u> , <i>revocā're</i>	revoke, <i>vocō</i>	<i>recall, call back</i>
<u>armā'tus</u> , -a, -um	<i>arma</i>	<i>armed</i>
<u>tū'tus</u> , -a, -um		<i>safe</i>
<u>trā'nō</u> , <i>trānā're</i>		<i>swim across</i>
<u>pos'teā</u> , <i>adv.</i>	<i>postscript</i>	<i>afterwards</i>
<u>prop'ter</u> , <i>prep. with acc.</i>		<i>because of</i>
<u>benefi'cium</u> , <i>benefi'cī, n.</i>		<i>kindness, help</i>

## 340.

## Application of Latin to English

1. Explain the meaning of the italicized words:

- He was *indubitably* one of the best thinkers of his time.
- The meeting was wholly *fortuitous*.
- The force of clerks has recently been *augmented*.

2. *Servāre*, to *save*, *keep*, has numerous derivatives. To *preserve* fruit is to *save* it beforehand (*pre-*, Latin *prae*). When a seat is *reserved* at the theater, it is kept back (*re-*). When a person is *reserved* he keeps things back. When an idea is accepted with *reservations*, it is accepted with certain

things kept back. In *conserve* the prefix *con-* has an emphasizing or intensive force, and the word means to save fully. *Conservation* of natural resources is the careful (*con-*) safeguarding of them. To *observe* meant originally to keep near (*ob-*), and hence to take notice of, to see.

3. *Reservoir* is from *servāre* (through French) and means a place where water is kept back for future use.

4. *Auction* is derived from *augēre*, *to increase* (with a different form of the stem). It meant originally "an increasing" and gets its present meaning of a public sale from the increasing of the amounts bid.

### Drill and Review

#### 341. Express in Latin by one word:

- |                           |                          |
|---------------------------|--------------------------|
| 1. We shall be saved.     | 4. They will hesitate.   |
| 2. He will be freed.      | 5. He was frightened.    |
| 3. They will be recalled. | 6. They were increasing. |

#### 342. Write in Latin:

1. Our joy was increased by the victory. 2. Your joy will be increased because of the victory. 3. Meanwhile I was alone in the garden. 4. They will not hesitate to walk in the fields. 5. Afterwards the slaves will be set free. 6. The boy will be recalled by the teacher.

343. Inflect in Latin *I shall be saved (you will be, etc.) by him.*

344. Proceed as in previous exercises:

1. Horātius contrā Etrūscōs fortiter pugnābit; interim socii nostrī propter periculum eum ā tergō juvābunt. 2. Itaque patria nostra ab eō servābitur. 3. Viri armāti prope ripās in eōs pila jactābunt. 4. Mox ā periculō liberābimur. 5. Tēla in nōs jactābuntur, sed eīs nōn vulnerābimur. 6. Quis sōlus prō patriā contrā eōs pugnāre dubitābit? 7. Postea socii nōs exspectābunt, quod cōpiās magnās nōn habēbunt. 8. Paulisper vōbiscum

manēbō; tum in Italiam revocābor. 9. Quot annōs in Italiā manēbis? 10. Socii nostri parātī esse dēbent. Suntne parātī? 11. Etiam fēminae periculō nōn terrēbuntur. 12. Cum diligentiā labōrābunt et exemplum eōrum ab dominis laudābitur. 13. Interim forte numerus miserōrum virōrum augētur.

## REVIEW 6

### 345. Vocabulary Review

The following list contains the words of Lessons 26–30 that are for permanent retention :

171. ager	183. glōria	195. pugna
172. augeō	184. interim	196. rīpa
173. aut	185. liberō	197. servō
174. beneficium	186. nōtus	198. socius
175. cēteri	187. occupō	199. sōlus
176. contrā	188. oculus	200. soror
177. dē	189. oppidum	201. statim
178. dēleō	190. populus	202. superō
179. diū	191. posteā	203. tamen
180. dubitō	192. praeda	204. vicīnus
181. etiam	193. prō	205. victōria
182. forte	194. propter	206. vulnerō

### 346. Grammar Review

Be sure you have gained this additional information from the last five lessons :

1. What tense signs are used for the past progressive and future tenses.

2. How the past progressive and future tenses, active and passive, of verbs of the first and second conjugations are inflected.

3. How the past progressive of **sum** is inflected.

4. The peculiarities of the declension of nouns and adjectives ending in **-er**.

5. A seventh use of the ablative — to express manner.

State the two uses of the nominative, the single use of the genitive and dative, and the seven uses of the ablative that you have learned.

Decline *tēlum Rōmānum* and *socius vester*. Conjugate *servō* and *timeō* in the present, past progressive, and future tenses, active and passive.

Give the stem, tense, and meaning of *liberābam*, *superābāmur*, *dēlēbit*, *liberābor*, *tenēbimur*, *exspectābor*, *liberābitur*, *dabātur*, *nūntiābitur*, *liberātur*, *parābimus*, *vulnerantur*, *monēbar*, *vulnerābiminī*, *nāvigābat*, *augēbunt*, *occupābantur*, *dubitās*, *movēbant*, *servāberis*.

## 347.

## Sight Translation

## THE FABLE OF THE WOLF AND THE LAMB

Aesōpus, Graecus nōtus, antīquīs fābulās multās et grātās nārrābat. Nōn solum puerī et puellae sed etiam virī et fēminae fābulīs Aesōpī dēlectābantur. Fābulīs eius antīquī monēbantur quoque et docēbantur. Fābula  
5 Aesōpī dē lupō (*wolf*) et agnō (*lamb*) nōta est.

Lupus et agnus in agrō prope rīpam fluvī (*of a river*) forte stābant. Neque amīcī neque sociī erant; nam agnī praeda lupōrum saepe erant. Suprā (*upstream*) lupus, agnus infrā (*downstream*) stābat. Et lupus et agnus  
10 aquam dēsiderābant. Lupus interim causam (*cause*) pugnae contrā agnum dēsiderābat, quod agnus ā lupō nōn amābātur.

Dum oculīs malīs lupus agnum spectat, "Cūr," inquit, "aquam mihi turbās? Aqua nōn jam clāra est, sed ā  
15 tē turbātur." Agnus timidus propter dūra verba lupī statim terrēbātur, sed respondet, "Aquam tibi ego nōn turbō. Aqua enim dē tē ad mē, nōn dē mē ad tē currit (*runs*). Cūr ego ā tē culpor?"

Verba agnī vēra (*true*) certē erant. Lupus tamen irā magnā movēbātur et "Cūr," clāmat, "ante sex mēnsēs (*six months ago*) mihi maledixistī (*did you insult me*)?"

Nōn dubitābat agnus sed "Tum," inquit, "nōndum spīrābam." Īra lupī vēris verbis agnī augēbātur. Statim 5. clāmābat: "Pater (*father*) tuus tum mihi maledixit. Propter verba eius tē magnō cum gaudiō dēlēbō, neque cēterī agnī aut agricolae tē liberābunt et servābunt."

Agnus miser respondēre nōn poterat (*was able*); subitō 10 enim ā lupō occupātur et superātur et necātur.

Quid exemplō lupī et agnī populō Rōmānō dēmōnstrābātur?

## 348.

## Derivation

Tell the Latin word (and its meaning) with which each of the following English words is connected by derivation: *victorious, rotary, abhor, palm, pugnacity, exemplary, contrary, ruin, society, reticence, predatory, preoccupied, riparian.*



## LESSON 31

### A TRIUMPH OF CAESAR

To a Roman the word **triumphus** meant, not a victory, but the triumphal procession of a victorious general through the streets of Rome to the Capitol. The privilege of having a triumph was the highest distinction the Romans could offer the commander who had won a great victory over the enemies of Rome. It was conferred upon the general by the Senate. On the day of his triumph the streets were adorned with garlands, the temples were open, and crowds of spectators greeted the victorious host as it marched by. The consuls and senators and other dignitaries headed the procession. Then followed trumpeters and spoils of the war. Last came the general himself in his triumphal car. In the car rode also a slave, who held a golden crown above the general's head and kept repeating to the victor, "Look behind you, and remember that you are but a mortal after all."

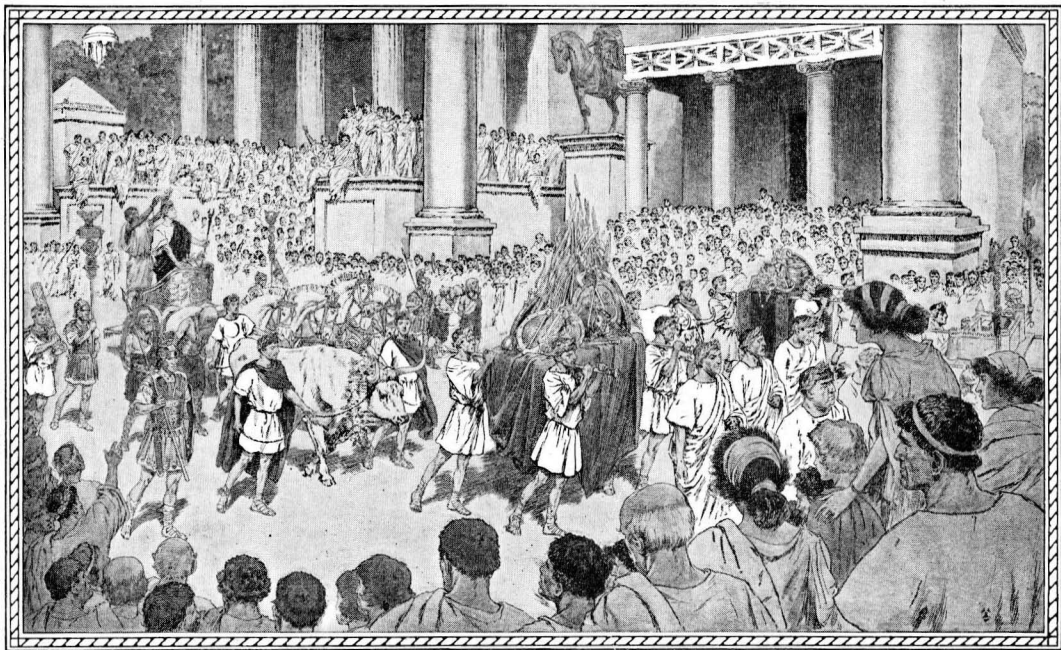
Give rapidly all possible forms of **cōpiās, crās, intrās, erās, virīs, quis, silvīs, multis, nōs, mūrōs, contrā, viā, postea, templa, victōria.**

**349.** Pūbli, mī<sup>1</sup> fili, crās in forō prope Sacram viam erō,<sup>2</sup> et tū mēcum eris. Terentia, tū et filiae nostrae in forō eritis. Rogātisne "Cūr in forō erimus?" In forō cum multis erimus quod ibi triumphum vidēbimus.

5 Magnum et splendidum erit spectāculum.

Per multōs annōs cōpiae Rōmānae contrā Gallōs pugnābant. Tandem nostra est victōria. Gallī contrā nōs nōn jam pugnant. Triumphus Caesarī dabitur. Caesar<sup>3</sup> igitur cum cōpiīs in Italiā nunc est. Extrā mūrōs Rōmae  
10 manet. Crās triumphus eius erit. Viae et templa et forum corōnīs jam ōrnantur.

Sine dubiō locum optimum obtinēbō, unde pompam



### A ROMAN TRIUMPH

Observe the arms and other spoils taken in the campaign, the senators on foot, the captives with bound hands, the bulls for sacrifice, and the victorious general in his chariot

(*procession*) vidēbimus. Pompa longa portās intrābit et per Circum et Sacram viam ad Capitōlium prōcēdet (*will proceed*), ubi grātiae deīs agentur.<sup>4</sup> Hodiē populus Rōmānus propter victōriam cōpiārum nostrārum deīs grātiā  
 5 habet.

Primum, ex locō ubi stābimus, cōsulēs et senātōrēs<sup>5</sup> vidēbimus. Tum praeda et arma Gallōrum in carrīs portābuntur. Fortasse pictūrae agrōrum et oppidōrum Galliae vidēbuntur. Tum taurī (*bulls*) albī, tum captīvī vinctī  
 10 ambulābunt. Miserī captīvī, numquam liberābiminī aut in agrīs et silvīs Galliae errābitis. Post triumphum aut servī eritis aut necābiminī. Tandem Caesar appropinquābit.

Quam laetī et superbī erimus! Quam magna est et semper erit fāma populī Rōmānī!

## 350.

## Notes

1. **Mi** is vocative masculine of the adjective **meus**.
2. **Erō**, *I shall be*. Learn section 351 now.
3. Caesar was a famous general and statesman of Rome. Next year you will read his account of his wars against the Gauls.
4. **Grātiae agentur**, *thanks will be given*. **Grātiās agere** means *to give thanks*; but **grātiā habere** (see the next sentence) means *to feel grateful* (lit. *to have gratitude*).
5. **Cōsulēs et senātōrēs**, nouns of the third declension, accusative plural.

## Grammar

**351. The Future Indicative of *Sum*.** The future indicative of *sum* is inflected as follows:

*Singular*

- e'rō, *I shall be*  
 e'ris, *you will be*  
 e'rit, *he will be*

*Plural*

- e'rimus, *we shall be*  
 e'ritis, *you will be*  
 e'runt, *they will be*

Review the inflection of the present and past progressive tenses of *sum*.

## 352.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<b>triumphus</b> , -ī, <i>m.</i>	triumph	<i>triumph</i>
<b>extrā</b> , <i>prep. with acc.</i>	extra	<i>outside, beyond</i>
<b>corōna</b> , -ae, <i>f.</i>	coronation	<i>garland, crown</i>
<b>optimus</b> , -a, -um	optimist	<i>very good, best</i>
<b>obtinēō</b> , <i>obtinēre</i>	obtain	<i>secure, get hold of</i>
<b>unde</b> , <i>adv.</i>		<i>whence</i>
<b>porta</b> , -ae, <i>f.</i>	portal	<i>gate, entrance, door</i>
<b>captīvus</b> , -ī, <i>m.</i>	captive	<i>captive</i>
<b>vīctus</b> , -a, -um		<i>bound</i>
<b>numquam</b> , <i>adv.</i>		<i>never</i>
<b>errō</b> , <i>errāre</i>	err	<i>wander, roam</i>
<b>post</b> , <i>prep. with acc.</i>	<i>post mortem</i>	<i>after</i>
<b>aut . . . aut</b>		<i>either . . . or</i>
<b>necō</b> , <i>necāre</i>		<i>kill</i>

Hereafter the accents will be omitted from the words in the vocabularies. Review in the Appendix, pages 3 and 4, the rules for dividing words into syllables and accenting them.

## 353.

## Application of Latin to English

## 1. Explain the meaning of the italicized words:

- Achilles was *invulnerable* except for one spot on his heel.
- We attended the *coronation* of the king.
- The decision once made was *irrevocable*.
- The information proved wholly *erroneous*.

2. The all-pervading influence of Julius Caesar is seen in our vocabulary. *July* is named from the Julian family, to which Caesar belonged. The titles *Kaiser* and *Czar* are but slightly changed forms of **Caesar**. Many places, like the *Caesarea* of the New Testament, were named after Caesar or his successors, and from *Caesarea* have come such greatly changed forms as *Jersey* and *New Jersey*.

3. *Adieu* is derived from *ad*, *to*, and *deus*, *god*. It was originally a farewell wish commending to the care of God the person addressed. *Good-by*, or *good-bye*, has the same origin, being a contraction of "God be with ye." Thus *adieu*, a Latin derivative, and *good-by*, an Anglo-Saxon phrase, are words exactly corresponding to each other, but from two different languages.

4. *Albumen* (a term in biology or general science) goes back to *albus*, *white*, and is the name of the protein contained in the white of eggs.

### Drill and Review

**354.** Conjugate *sum* in the present, past progressive, and future tenses; *errō* in the same tenses of the active voice; and *moveō* in the same tenses of the passive.

**355.** Decline *porta maxima*, *captivus miser*, and *signum*.

**356.** Read and translate :

1. *Tardus eram, et tarda eris.* 2. *Jānuā erit aperta.* 3. *Spatium erit angustum.* 4. *Maxima erat mora.* 5. *Fortūna eōrum erit adversa.* 6. *Sōlī erimus, et vōs quoque sōlae eritis.* 7. *Viae erunt angustae.* 8. *Ubi eris? Ibi sine dubiō erō.* 9. *Quōcum erās?*

**357.** Express in Latin :

1. The water was deep. 2. The waves will be high. 3. We shall be captives. 4. Few will be late. 5. You will be in front of the doorway. 6. Never shall I be a slave of the Roman people. 7. The procession will be long. 8. Garlands will be prepared by the girls and the servants. 9. We shall wander through the woods. 10. Many captives will be secured in the war. 11. If you wander in the woods and fields, you will be happy.

**358.** Answer in Latin :

1. *Quot annōs Rōmānī in Gallōs pugnābant?*
2. *Ubi corōnae locābantur?*
3. *Quid in carrīs portābātūr?*
4. *Quid captivī expectant?*

**359.** Proceed as in previous exercises :

1. Propter victōriās fāma Rōmānōrum per cēterās terrās certē erit magna. 2. Unde virī cibum obtinēbunt, sī cum diligentīā nōn labōrābunt? 3. Post proelium cōpiae nostrae aut in Galliā manēbunt aut in prōvinciam properābunt. 4. Fābulae grātae dē proeliis clārīs nōbīs interdum nārrābuntur. 5. Sī signum ab eō dabitur, oppidum subitō oppugnābitur. 6. Et ā dextrā et ā sinistrā spatium lātum erat. 7. Sī lūna plēna erit, amplō in hortō errābimus. 8. Sī socii superābuntur, multa erit praeda et multī erunt captīvī. 9. In numerō amīcōrum puerōs malōs tenēre nōn dēbēmus. 10. In agrīs lātīs puellae timidae errāre dubitant. 11. Quam magnī ventī et undae in ōceanō sunt! Quam celeriter nāviculae trāns aquās volant! 12. Hodīē sententia nostra est "Dā dextram miserō." Crās sententia erit "Perīculum in morā."

## LESSON 32

### THE BRAVE DEED OF MUCIUS SCAEVOLA \*

This story gives an example of Roman endurance and fortitude.

Give all possible forms of *portā*, *portis*, *portātis*, *portās*, *terrās*, *erās*, *errās*, *necātur*, *igitur*.

360. Orbilius, magister lūdī, discipulīs dīcit (*speaks*) :

"Discipulī, vōbīs dē audāciā et cōstantiā Horātī nārrāvī.<sup>1</sup> Pūbli, sine dubiō Cornēliae et Secundae meam fābulam dē Horātiō nārrāvistī. Puerī, quis vestrum (§ 30)  
5 amīcīs factum Horātī nōn nārrāvit? Nōs magistrī<sup>2</sup> vōbīs fābulās dē vītīs et factīs Rōmānōrum saepe nārrāvimus, quod audācia et cōstantia puerōs Rōmānōs semper dēlectāre dēbet.<sup>3</sup> In lūdō nostrō antīquōs Rōmānōs saepe laudāvimus, quod cum glōriā prō patriā pugnāvērunt.<sup>4</sup>  
10 Vōs quoque eōs laudāvistis. Nam audācia et cōstantia incolārum est magna glōria patriae.

Factum Horātī vōbīs nārrāvī. Hodīe factum Mūcī Scaevolae nārrābō.

Etrūscī propter audāciam Horātī Rōmam nōn expug-  
15 nāvērunt. Tamen, quod Porsena<sup>5</sup> cum Etrūscīs Rōmam obsidēbat, mox magna erat inopia cibī in oppidō. Porsena portās et mūrōs obtinēre spērābat. Tandem autem Mūcius, Rōmānus, ad senātum properāvit. 'Cas-

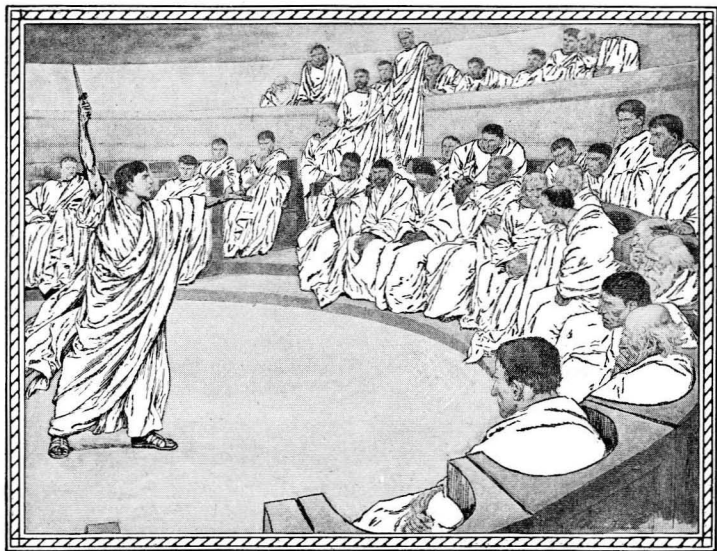
\* The story of Mucius Scaevola is told in the following books :

HAAREN and POLAND. Famous Men of Rome, pp. 61-63.

GUERBER. The Story of the Romans, pp. 76-78.

TAPPAN. The Story of the Roman People, pp. 30-31.

HARDING. The City of the Seven Hills, pp. 40-42.



MUCIUS ASKING PERMISSION OF THE SENATE TO KILL PORSENA

tra Etruscōrum,' inquit, 'nōn longē ā Rōmā absunt. Sī vōs probābitis et deī mē juvābunt, castra eōrum intrābō. In animō habeō ibi magnum aliquid audēre.'<sup>6</sup> Senātus cōsilium eius probāvit."

## 361.

## Notes

1. *Nārrāvī, I have told.* This is the first person singular of the perfect indicative active. Study sections 362–367 very thoroughly at once.

2. What is the relation of *magistrī* to *nōs*?

3. When two nouns, like *audācia* and *cōstantia*, are taken together as the subject, the verb may be singular, as here.

4. *Pugnāvērunt, they fought.* See section 367.

5. Porsena was king of the Etruscans.

6. *Magnum . . . audēre, to do a deed of daring.*



## Grammar

**362. The Perfect Indicative Active of the First Conjugation.**

This tense differs in two respects from the tenses thus far learned: (1) it has different personal endings, and (2) these endings are added to a different stem, called the perfect stem: as, *vocāv-ī*, *I have called*. The perfect tense is the one Caesar used in his famous message, *Vēnī, vīdī, vīcī*, *I came, I saw, I conquered*. The inflection of the perfect tense of *vocō* follows:

*Singular*

*vocāvī, I called, I have called*

*vocāvistī, you called, you have called*

*vocāvit, he called, he has called*

*Plural*

*vocāvimus, we called, we have called*

*vocāvistis, you called, you have called*

*vocāverunt, they called, they have called*

**363. The Personal Endings of the Perfect.** The special personal endings make the perfect active easy to recognize. They are as follows:

1. -ī, <i>I</i>	-imus, <i>we</i>
2. -istī, <i>you</i>	-istis, <i>you</i>
3. -it, <i>he, she, it</i>	-ērunt, <i>they</i>

**364. Present and Perfect Stems of Verbs.** You have now met two stems of Latin verbs, the *present* stem, from which the present, past progressive, and future tenses (active and passive) are formed, and the *perfect* stem, used in the perfect (active) tense. In order to recognize tenses and to form them yourself, you will need to know how to find these stems. They are obtained from the principal parts.

**365. Principal Parts.** Every verb in English has three forms called *principal parts*, from which all the other forms of the verb are made. These parts are the present indicative (or

infinitive), the past indicative, and the past participle: as, *call, called, called; see, saw, seen; be, was, been.*

A Latin verb has four principal parts; they are the first person singular of the present active indicative, the present active infinitive, the first person singular of the perfect indicative active, and the perfect passive participle: as,

<i>Pres. Act. Ind.</i>	<i>Pres. Act. Inf.</i>	<i>Pf. Act. Ind.</i>	<i>Pf. Pass. Part.</i>
<b>vocō</b>	<b>vocāre</b>	<b>vocāvī</b>	<b>vocātus</b>
<i>I call</i>	<i>to call</i>	<i>I called</i>	<i>having been</i>
		<i>I have called</i>	<i>called</i>

**366. The Three Stems.** From the principal parts of a Latin verb are obtained three stems:

*The present stem:* as, **vocā-**, found by dropping final **-re** of the present active infinitive.

*The perfect stem:* as, **vocāv-**, found by dropping final **-ī** of the first person singular of the perfect active indicative.

*The participial stem:* as, **vocāt-**, found by dropping final **-us** of the perfect passive participle.

All forms of a Latin verb are made from these three stems. As you have seen, the present, past progressive, and future tenses, active and passive, are formed from the present stem. From the perfect stem are formed the perfect, past perfect, and future perfect active tenses. From the participial stem are formed the perfect, past perfect, and future perfect passive tenses.

You will find that there is usually an English derivative from the fourth principal part of a Latin verb, and this will help you to remember the fourth principal part when it is in any way irregular. Form the habit of giving, along with the principal parts of a Latin verb, a derivative showing the stem of the fourth principal part, preferably one ending in **-ion** or **-or**. Thus, **vocō, vocāre, vocāvī, vocātus, vocation.**

All the verbs of the first conjugation which you have met, except **dō, stō, and juvō**, form their principal parts like **vocō**.

**367. The Meanings of the Perfect Tense.** When *vocāvī* means *I called*, it indicates simply that the action was performed at some time in the past. The perfect tense so used may be called the *past simple*. When *vocāvī* means *I have called*, it indicates that the action is completed at the present time. The perfect tense so used may be called the *present completed*. In translating the perfect tense, choose the meaning required by the context.

Note carefully the difference in meaning between the past progressive tense and the perfect tense used as a past simple. The perfect is used to tell the main past events of a story. The past progressive, which you frequently translate as a simple past, is used to describe the circumstances surrounding the main events, that is, what was going on at the time.

**368.****Vocabulary**

NEW WORD	RELATED WORD	MEANING
<u>cōstantia</u> , -ae, f.	constancy	steadfastness, firmness
<u>factum</u> , -ī, n.	fact	deed, act
<u>expugnō</u> , expugnāre	pugnō	take by storm, capture
<u>obsideō</u> , obsidēre	ob and sedeō	besiege
<u>inopia</u> , -ae, f.		lack, want
<u>autem</u> , conj.		but, however
<u>senātus</u> , m.	senate	senate
<u>castra</u> , -ōrum, n. plur.		camp
<u>absum</u> , abesse	absent, ab + sum	be distant, be away
<u>animus</u> , -ī, m.	unanimous	mind
<u>cōsiliū</u> , consilī, n.	counsel	plan, advice

**369. Latin Derivatives.** The Suffix *-ia* or *-tia*. You have learned that prefixes throw much light upon the meaning of new Latin words (§ 272). The same is true of *suffixes*.

In English we form nouns expressing quality by adding the suffixes *-ness*, *-ship*, *-dom* to adjectives and nouns: as, *hardness*, *friendship*, *freedom*. In Latin one of the suffixes ex-

pressing quality is *-ia* or *-tia*: as, *amicitia*, *friendship* (from *amicus*, *friend*); *cōstantia*, *steadfastness*; *audācia*, *boldness*. The suffix *-ia* becomes *-y* in many English derivatives, while *-tia* often becomes *-ce* or *-cy*: as, *miseria*, *misery*; *dīligentia*, *diligence*; *cōstantia*, *constancy*.

The following nouns in *-ia* or *-tia* either have occurred in your reading or are related to familiar Latin or English words. Give the meaning of each and an English derivative, when one exists.

colōnia	victōria	grātia	scientia
glōria	amicitia	memoria	sententia
miseria	diligentia	sapientia	familia
jūstitia	innocentia	patientia	arrogantia

Some nouns in *-ia* drop the *-ia* in their English derivatives: as, *concord*, *vigil*.

### 370. Application of Latin to English

1. Explain the meaning of the italicized words:

- The idea persisted until it became an *obsession*.
- He showed a noble and *magnanimous* spirit toward his enemies.

2. *Incola*, *inhabitant*, and *agricola*, *farmer*, are interesting related words. The root *col*, found in both, means *till* (the soil), *plow*. For a long period in the early history of the race, men lived upon flocks and herds, which they drove from place to place. They were not permanent inhabitants of any region. But when men began to till the soil, they had to stay until the harvest was ready, and thus a "tiller" (*incola*) became an "inhabitant." *Agricola* means a *tiller*, or *cultivator*, of the soil. *Cultivate* (from *cultus*, the perfect passive participle of *colere*, *to till*) preserves the original meaning exactly. A person of *culture* has been "cultivated," or trained. A *colony* is so called because the chief aim of its members is to secure land to till.

3. From what Latin words are *abstinence*, *temperance*, and *luxury* derived?

### Drill and Review

**371.** What are the four principal parts of a Latin verb? What are the three stems of a verb, and how is each found?

**372.** Spell the present and perfect stems of *nārrō*, *dēlectō*, and *laudō*. What are the personal endings of the perfect tense? Conjugate these verbs in the perfect tense. What two meanings does the perfect have?

**373.** Decline *factum*, *castra parva*, and *cōnsilium tuum*.

**374.** Learn from the general vocabulary the principal parts of *dō* and *stō*, with an English derivative from the fourth principal part.

Give the stem of each of the following verbs and translate each:

dedī	jūvistis	jūvī	dedērunt
nārrāvistī	pugnāvī	dedistī	dabant

**375.** Express in Latin:

1. We have worked.
2. We gave.
3. We were giving.
4. She stood.
5. I have aided.
6. I was standing.
7. You (plur.) gave.
8. You (plur.) were giving.
9. He approved.
10. He stood.

**376.** Proceed as in previous exercises:

1. *Diū labōrāvērunt*; *postea in forō ambulāvērunt*.
2. *Nōn longē ab nostrīs castrīs erat oppidum magnum*.
3. *Quod inopia cibī erat, Rōmānī castra movēbant*.
4. *Tua facta et exemplum semper probāvī*.
5. *Linguae Latīnae operam dare nunc in animō habeō*.
6. *Cūr eīs cōsilia nostra nūntiāvistī?*
7. *Aut in hortō aut in agrō per multās hōrās servus labōrāvit*.
8. *Ex portā in viam celeriter properāvit*.
9. *Eī librum dedī. Is mihi trēs librōs dedit*.
10. *Castra eōrum ā nostrīs obsidēbuntur*.
11. *Senātus autem cōnsilium virī nōn probāvit*.

## LESSON 33

### THE BRAVE DEED OF MUCIUS SCAEVOLA (CONCLUDED)

In translating try constantly to use English which is wholly natural. Do not fall into the habit of using one rendering and one only for a particular Latin word. Seek for variety.

Give all possible forms of *Mūcī*, *ubi*, *Etrūscī*, *intrāvistī*, *temptāvī*, *ibi*, *quī*, *eī*, *cui*, *vēnī*, *Mūcium*, *factum*, *gladium*, *nārrābam*.

377. Orbilius magister discipulis ita nārrāvit :

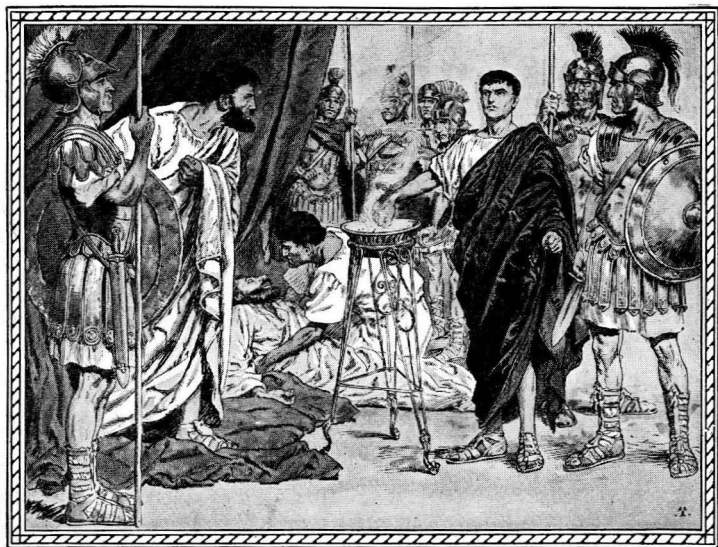
“Herī vōbīs cōnsilium Mūcī nārrābam. Ubi<sup>1</sup> senātus cōnsilium eius probāvit, Mūcius gladium intrā vestīmenta (*garments*) cēlāvit et castra vīcīna intrāvit. Ibi stīpendium (*pay*) Etrūscīs ab scrībā dabātur. Mūcius turbam 5 magnam vīdit.<sup>2</sup> Diū dubitābat, quod Porsenam ignōrābat. Dēnique appropinquāvit et scrībā miserum prō<sup>3</sup> Porsenā ignōtō necāvit.

Etrūscī, ubi factum Mūcī vīdērunt, clāmāvērunt et Mūcium ad Porsenam trāxērunt (*dragged*). Statim ignem (*fire*) 10 parāvērunt, quod in animō habuērunt Mūcium necāre.

‘Quis es?’ rogāvit Porsena. ‘Cūr castra nostra intrāvistī? Quod (*What*) cōnsilium in animō habuistī? Cūr scrībā nostrum necāvistī?’

‘Rōmānus sum,’ respondit Mūcius interritus. ‘Gaium<sup>4</sup> 15 Mūcium mē vocant.<sup>5</sup> Nōn negābō, — tē, nōn scrībā tuum, necāre in animō habēbam. Neque tē nunc timeō.’ Simulque<sup>6</sup> dextram ignī foculī inicit (*thrust his right hand into the fire of a brazier*).

‘Vidē,’ exclāmāvit. ‘Glōriam maximī<sup>7</sup> aestimō; sed 20 dextram minimī aestimō. Frūstrā tē necāre temptāvī.



MUCIUS THRUSTS HIS HAND INTO THE FIRE OF A BRAZIER

Alii (*Others*) tamen post mē nōn frūstrā temptābunt. Trecenti Rōmānī contrā tē conjūrāvērunt (*have taken oath*).’

Audācia Mūcī Porsenam terruit. Nōn diū Porsena  
 5 prope Rōmam mānsit. Nōn diū Mūcium retinuit. Mox  
 cōpiae Etrūscōrum ex agrīs Rōmānōrum dēmigrāvērunt.  
 Postea Mūcius propter dextram combūstam (*burned*) ā  
 Rōmānīs appellābātur Scaevola (*left-handed*).”

### 378.

### Notes

1. Ubi here is a conjunction, meaning *when*, and not an interrogative adverb.

2. Vidit, *he saw*. This is the third person singular of the *perfect active* of *videō*, a verb of the second conjugation. Study section 379 at this time.

3. *Prō*, in place of, instead of.

4. *Gaius* was one of the few first names used by the Romans.

5. *Vocant* here has two objects. What are they?

6. The syllable *-que* is an enclitic (§ 39, n. 3), meaning *and*. It is translated before the word to which it is attached.

7. *Maximī*, of very great value; *minimī*, of very little value.

## Grammar

**379. The Perfect Active of the Second Conjugation.** This tense is formed and inflected in the same way as the perfect active of a verb of the first conjugation (§ 362), namely, by adding the special personal endings of the perfect tense to the perfect stem: as, *vīd-i*, *I saw*; *monu-i*, *I advised*.

In the first conjugation the third principal part (perfect indicative active) of almost all verbs is formed by adding *-vī* to the present stem: as, *vocā-vī*. Thus the perfect stem of verbs of the first conjugation regularly ends in *-v*: as, *vocāv-*. But in verbs of the second conjugation the formation of the perfect stem and of the participial stem varies with different verbs. Learn the principal parts of the following verbs and give the perfect stem of each. Observe that the perfect stem frequently ends in *-u*. In the last column are English derivatives of the fourth principal part, which will help you to remember the spelling of the participial stem.

<i>augeō</i>	<i>augēre</i>	<i>auxī</i>	<i>auctus</i>	<i>auction</i>
<i>dēbeō</i>	<i>dēbere</i>	<i>dēbuī</i>	<i>dēbitus</i>	<i>debit</i>
<i>doceō</i>	<i>docēre</i>	<i>docuī</i>	<i>doctus</i>	<i>doctor</i>
<i>habeō</i>	<i>habēre</i>	<i>habuī</i>	<i>habitus</i>	<i>habit</i>
<i>jaceō</i>	<i>jacēre</i>	<i>jacuī</i>	(missing)	
<i>maneō</i>	<i>manēre</i>	<i>mānsī</i>	<i>mānsus</i>	<i>mansion</i>
<i>moneō</i>	<i>monēre</i>	<i>monuī</i>	<i>monitus</i>	<i>admonition</i>
<i>moveō</i>	<i>movēre</i>	<i>mōvī</i>	<i>mōtus</i>	<i>motion</i>
<i>obtineō</i>	<i>obtinēre</i>	<i>obtinuī</i>	<i>obtentus</i>	<i>(re)ntention</i>
<i>respondeō</i>	<i>respondēre</i>	<i>respondī</i>	<i>respōnsus</i>	<i>response</i>
<i>retineō</i>	<i>retinēre</i>	<i>retinuī</i>	<i>retentus</i>	<i>retention</i>
<i>sedeō</i>	<i>sedēre</i>	<i>sēdī</i>	<i>sessus</i>	<i>session</i>
<i>taceō</i>	<i>tacēre</i>	<i>tacuī</i>	<i>tacitus</i>	<i>tacit</i>



teneō	tenēre	tenuī	(missing)	
terreō	terrēre	terruī	terrītus	
timeō	timēre	timuī	(missing)	
valeō	valēre	valuī	(missing)	
videō	vidēre	vīdī	vīsus	<i>vision</i>

Study the conjugation of the perfect active of **moneō** and **vocō** as given in the Appendix, page 27.

## 380.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>intrā</u> , <i>prep. with acc.</i>	<i>intrāre</i>	<i>within</i>
<u>cēlō</u> , -āre, -āvī, -ātus	conceal	<i>hide</i>
<u>scriba</u> , -ae, <i>m.</i>	scribe	<i>clerk</i>
<u>turba</u> , -ae, <i>f.</i>	<i>turbō</i>	<i>crowd</i>
<u>ignōrō</u> , -āre, -āvī, -ātus	ignorant	<i>not know, be ignorant</i>
<u>dēnique</u> , <i>adv.</i>		<i>at last, finally</i>
<u>ignōtus</u> , -a, -um		<i>unknown, strange</i>
<u>interrītus</u> , -a, -um	<i>terreō</i>	<i>unafraid</i>
<u>negō</u> , -āre, -āvī, -ātus	negative	<i>deny, refuse</i>
<u>simul</u> , <i>adv.</i>	simultaneous	<i>at the same time</i>
<u>-que</u> , <i>enclitic</i>		<i>and</i>
<u>dextra</u> , -ae, <i>f.</i>		<i>right hand</i>
<u>exclāmō</u> , -āre, -āvī, -ātus	exclaim	<i>cry out, exclaim</i>
<u>aestimō</u> , -āre, -āvī, -ātus	estimate	<i>estimate, reckon</i>
<u>frūstrā</u> , <i>adv.</i>	frustrate	<i>in vain</i>
<u>temptō</u> , -āre, -āvī, -ātus	attempt	<i>try, attempt, tempt</i>
<u>trecentī</u> , -ae, -a		<i>three hundred</i>
<u>retineō</u> , <u>retinēre</u> , <u>retinuī</u> , <u>retentus</u>	retain, <i>teneō</i>	<i>hold back, retain</i>

## 381.

## Application of Latin to English

1. Explain the meaning of the italicized words:

- This is an *exclamatory* sentence.
- His services have been of *inestimable* value.
- He handled the weapon with great *dexterity*.

2. From **magister**, *teacher*, come the most frequently used Latin derivatives in the English language. *Mister* and its abbreviation *Mr.* come from **magister**. *Miss* and *Mrs.* go back to the feminine form **magistra**. In the Middle Ages these Latin words came to be used as titles. Passing into English, **magister** first became *master*, which is still used as a title for a boy, as in "Master John Reed." The form next developed into *Mister*, which came to be abbreviated *Mr.*

3. *M.A.* stands for **Magister Artium**, *Master of Arts*, a title conferred by universities for a year of graduate study.

4. *M.S.* stands for **Magister Scientiae**, *Master of Science*, a title conferred for graduate work in science.

5. Explain the difference between an *interurban* baseball league and an *intraurban* league.

### Drill and Review

**382.** Decline **vestimentum novum** and **stipendium parvum**.

**383.** Give the present and perfect stems of the following verbs and translate:

valuistī	timuit	obsēdērunt	habuistis
tacūī	retinuimus	obtinuistī	videt
vidērunt	respondit	mōvit	vīdit

Give the rule for the accent of each word in the first column.

**384.** Read and translate:

1. Puerī et puellae respondērunt. 2. Puerī puellaeque respondērunt. 3. Neque puerī neque puellae respondērunt. 4. Neque puellae respondērunt. 5. Puerī aut puellae respondēbunt.

**385.** Express in Latin:

1. I have seen them. 2. Have you seen her? 3. Did he not see you? 4. Where have we seen your sons? 5. Where did you (plur.) see us? 6. Whom did they see? 7. They have not had it. 8. Why have you been silent? 9. What did he have? 10. He has not replied.

**386.** Answer in Latin :

1. Quem Mūcius in castrīs Porsenae vīdit?
2. Quem Mūcius necāvit?
3. Quid Porsenam terruit?
4. Cūr Mūcius appellābātur Scaevola?

**387.** Proceed as in previous exercises :

1. Trecentī captīvī intrā castra ā Rōmānīs retinēbantur.
2. In silvīs Gērmānī cēlantur; sed eōs vīdimus.
3. Frūstrā maxima turba Gērmānōrum castra nostra obsidēre temptāvit.
4. Etiam captīvus rīsīt.
5. Tua verba factaque nōs incitāvērunt.
6. Subitō ex castrīs cōpiās mōvit.
7. Dextrā gladium habuistī: neque tamen mē terruistī.
8. Quibus cōsilia vestra nūntiāvistis? Ea ignōrāmus.
9. Librōs novōs mihi dedistī. Eōs cum gaudiō retinēbō.
10. Amīcī nōs monuērunt, sed cōsiliū eōrum nōs nōn mōvit.
11. Ignōtum erat periculum.



METTUS CURTIUS SACRIFICING HIMSELF FOR ROME

## LESSON 34

### THE STORY OF METTUS CURTIUS \*

The exploit of Mettus Curtius is an example of Roman self-sacrifice and devotion to the state. Read an account of it in one of the books referred to below.

Give all possible forms of *Rōmae*, *fābulae*, *lāta*, *frūstrā*, *turba*, *turbam*, *turbābam*, *cūrā*, *intrā*, *saxīs*, *is*, *es*, *quis*, *erās*.

388. *Antīquī Rōmānī nōn solum patriam vehementer amāvērunt sed etiam prō patriā mortem libenter optivērunt (willingly met death). Fābulās dē Horātiō et Scaevolā jam nārrāvimus. Hodiē fābulam dē Mettō Curtiō nārrābimus.*

\* The story of Mettus Curtius is found in the following books:

HAAREN and POLAND. *Famous Men of Rome*, p. 98.

GUERBER. *The Story of the Romans*, p. 109.

Quondam magna rīma (*rift*) mediō in forō Rōmānō appāruerat.<sup>1</sup> Cūr rīma appāruit? Rōmānī ignōrābant; itaque terrēbantur, quod īram deōrum timēbant. Primum saxa terramque parāverant et in rīmam jactāverant. Sed  
5 frūstrā labōrāverant. Rīma lāta et alta manēbat.

Dēnique ā<sup>2</sup> deīs auxilium ōrāverant. Ōrāculum ita responderat: "Sī in rīmam maximum bonum vestrum<sup>3</sup> jactāveritis,<sup>4</sup> rīma explēbitur." Diū Rōmānī dubitābant. Quid erat maximum bonum eōrum? Nōne aurum et  
10 gemmae (*precious stones*) erant maximum bonum? Aurum igitur et gemmae in rīmam jactābantur; sed frūstrā.

Apud Rōmānōs erat Mettus Curtius, vir praeclārus.<sup>5</sup> "Nōn frūstrā," inquit, "deī nōs monuerint.<sup>4</sup> Nam arma et animus interritus sunt maximum bonum nostrum. Nōn  
15 saxīs<sup>6</sup> et aurō et gemmīs, sed audāciā animī populus Rōmānus servābitur. Rōmae et deīs<sup>7</sup> meam vītam nunc voveō."

Tum armātus in equum ascendit, et, dum turba Rōmānōrum stupet, in rīmam lātam equitat. Statim rīma explētur et Rōmānī ā cūrā et periculō servantur.

## 389.

## Notes

1. Appāruerat, *had appeared*, is the third person singular of the *past perfect* indicative active. Study section 390 now.

2. Does ā mean *from* or *by*?

3. Maximum bonum vestrum, *your most prized possession* (lit. *your greatest good thing*). Bonum is here used as a noun.

4. Sī jactāveritis, *if you throw* (lit. *if you will have thrown*). This is the second person plural of the *future perfect* indicative active. Study section 390 again.

5. The prefix *prae-* adds the idea of *very* to *clārus*.

6. Saxīs, aurō, gemmīs, audāciā: one of these words shows the case of the other three. Which word?

7. What are the different cases of Rōmae? of deīs? As these words are connected by *et*, they are in the same case. Which?

## Grammar

**390. The Past Perfect and Future Perfect Indicative Active.\*** The past perfect is formed by adding the tense sign **-erā-** to the perfect stem, and then adding the regular personal endings: as, **vocāv-erā-m**, *I had called*; **monu-erā-s**, *you had advised*. The tense sign **-erā-** appearing in each form makes this tense easy to recognize. The past perfect expresses an act completed at the time of some other act in past time. Beginning with **vocāveram**, give the six forms of this tense with their meanings. If necessary, consult the Appendix, page 28.

The future perfect is formed by adding the tense sign **-eri-** (**-erō** in the first person singular) to the perfect stem, and then adding the personal endings: as, **vocāv-eri-t**, *he will have called*; **monu-eri-nt**, *they will have advised*. The future perfect expresses an act completed at the time of some other act in future time. Beginning with **vocāverō**, give the six forms of this tense with their meanings. See the Appendix, page 29.

Observe that after the word *if* the future perfect, like the future, is translated in English by the present. English is not so accurate as Latin in the use of tenses.

These tenses illustrate the Latin method of expressing by *changes in the form* of words what in English has to be expressed by *separate* words. Thus the tense sign **-erā-** corresponds to the auxiliary *had*, and **-eri-** to *will (shall) have*.

Study in the Appendix, pages 25-29, the six active indicative tenses and the first three passive indicative tenses of the model verbs **vocō** and **moneō**.

**391. Summary of Tense Signs.** A thorough knowledge of the tense signs is of the utmost importance in recognizing

\* The past perfect describes an action as *completed* at some past time, the future perfect as *completed* at some future time. These tenses may, accordingly, be called *past completed* and *future completed*, respectively.

and translating Latin tenses. Learn the following summary of tense signs:

Present (act. and pass.): no tense sign. The personal endings are added directly to the *present* stem.

Past Progressive (act. and pass.): **-bā-** throughout (with the usual changes in quantity).

Future (act. and pass.): **-bi-** (with the changes already learned).

Perfect (act.): no tense sign. Special personal endings are added directly to the *perfect* stem.

Past Perfect (act.): **-erā-** (with the regular changes in quantity).

Future Perfect (act.): **-eri-** (**-erō** in the first singular).

## 392.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<i>quondam, adv.</i>		<i>formerly, once upon a time</i>
<i>appāreō, -ēre, -uī, —</i>	apparent	<i>appear</i>
<i>saxum, -ī, n.</i>		<i>rock</i>
<i>auxilium, auxili'li, n.</i>	auxiliary	<i>help, aid</i>
<i>ōrō, -āre, -āvi, -ātus</i>	orator	<i>ask for, plead for</i>
<i>ōrāculum, -ī, n.</i>	oracle	<i>oracle</i>
<i>expleō, -ēre, -ēvi, -ētus</i>		<i>fill</i>
<i>aurum, -ī, n.</i>		<i>gold</i>
<i>apud, prep. with acc.</i>		<i>near, among</i>
<i>voveō, -ēre, vōvi, vōtus</i>	devote	<i>promise, vow</i>
<i>stupeō, -ēre, -uī, —</i>	stupid	<i>be dazed</i>
<i>equitō, -āre, -āvi, -ātus</i>	equus	<i>ride</i>
<i>cūra, -ae, f.</i>	<i>cūrō</i>	<i>care, anxiety</i>

## 393. Application of Latin to English

1. Explain the meaning of the italicized words:

a. He abolished all useless positions and *sinecures*.

b. The word "there," when used to enable the subject to follow the verb, is called an *expletive*.

- c. She saw before her a ghostlike *apparition*.
- d. How are English *auxiliary* verbs usually expressed in Latin?
- e. He realized that he had made a *stupendous* blunder.

2. The noun *ignoramus*, used to describe a person destitute of knowledge, is the first person plural of the verb *ignōrō*, and originally meant "we do not know."

## Drill and Review

**394.** Decline *saxum*, *auxilium grātum*, and *cūra*.

**395.** Conjugate *sum* in the present and future tenses; *ōrō* in the present, future, and perfect active; *doceō* in the present and future passive; *portō* and *videō* in the past perfect active.

**396.** How is the perfect indicative formed? the past perfect (past completed)? the future perfect (future completed)?

**397.** Name the stem of each verb and translate:

expugnāverant	obsēderātis	servāvimus	vāstāveritis
retinuerint	errāverimus	servāverint	superāverat
temptāveram	obtinuistī	auxerant	vīderam

Give the rule for the position of the accent in the first six verbs.

**398.** Write in Latin:

1. We had called the boys, but they remained in the school.
2. There they had worked long and well.
3. Their teacher had praised them.
4. You will not have asked for help in vain.
5. I had seen him. He had not seen us.
6. Where had he concealed the gold?

**399.** Answer in Latin:

1. Dē quibus vōbīs fābulās nārrāvimus?
2. Quid Rōmānōs terruit?
3. Cūr Rōmānī terrēbantur?
4. Quid erat summum bonum Rōmānōrum?
5. Quō modō (How) Mettus Rōmānōs ā cūrā liberāvit?



400. Proceed as in previous exercises :

1. Unde socii auxilium oraverant et expectaverant?
2. Cum cura saxa ex agris carris moverat.
3. Si dei nobis auxilium dederint, laeti erimus.
4. Saepe Romani pro patria vitas voverant.
5. Apud antiquos Romanos neque aurum neque gemmae summum bonum appellabantur.
6. Interim muri saxis parabantur.
7. Periculum animos incolarum terruerat.
8. Laeta erat, quod eam laudaveram et ei donum dederam.
9. Magnum erit gaudium vestrum, si miseris sociis auxilium non negaveritis.
10. Eos magna cum cura docuerat.

## THE WOODEN HORSE OF TROY

The Romans were always much interested in the tales connected with the Trojan War, and they liked to believe the legend that they were descended from Aeneas, a Trojan who escaped from the destruction of Troy and came to Italy. Find out who Paris was, how he came to award the prize of beauty to Venus, and how this brought on the Trojan War.

The story of the Trojan War is one of the most famous legends of ancient Greece and Rome. Read one of the accounts referred to below.\*

401. Orbilius in lūdum intrāvit. Discipulōs spectāvit. Nulli tardī sunt. Tum ita dicit :

"Hodiē, discipulī, dē initiō populī Rōmānī recitābimus. Antīquum est initium nostrum. Unde nōs Rōmānī initium habuimus? Ab Asiā. 'Quō modō?'<sup>1</sup> statim ro- 5 gātis; nam ignōrātis. Fābulam igitur dē bellō Trōjānō nārrāre dēbeō. Num ignōtum bellum Trōjānum est?

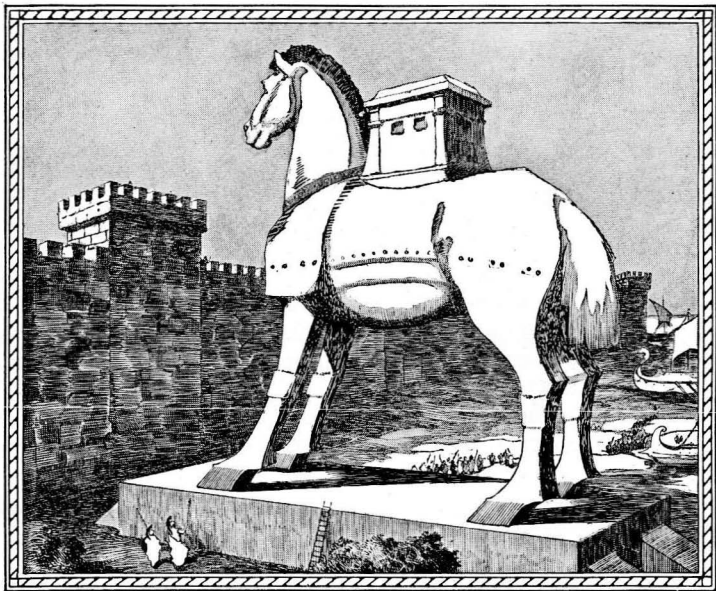
Trōja oppidum antīquum et clārum in Asiā erat. Ōlim bellum longum inter Trōjānōs et Graecōs erat. Graecī nāvigia aedificāverant et ad Trōjam nāvigāverant. 10 Ibi per novem annōs in campīs cum Trōjānīs pugnāvērunt, quod deī et Graecīs et Trōjānīs victōriam negāvērunt. Misera terra Asiae vāstāta est<sup>2</sup> et multī virī in agrīs Trōjānīs necātī sunt.

\* The story of the Trojan War is found in the following books :

BULFINCH. The Age of Fable, pp. 257-289.

GUERBER. Myths of Greece and Rome, pp. 305-336.

GAYLEY. The Classic Myths, pp. 277-313.



THE WOODEN HORSE OUTSIDE THE WALLS OF TROY

Jam decimus annus bellī aderat. Nōndum autem Trōja expugnāta est. Graecī mūrōs oppidī obsidēbant. Trōjānī intrā mūrōs fortiter pugnābant. Graecī dēfessī propter bellum longum patriam et familiās dēsiderābant.

5 Dēnique cōsiliō<sup>3</sup> Ulixīs (*of Ulysses*), virī callidī, īnsidiae<sup>4</sup> parātae sunt. Equus magnus ex lignō (*wood*) aedificātus est. 'Sī equum aedificāveritis,' inquit Ulixēs, 'Trōjam occupābitis.'<sup>5</sup> Itaque mōnstrum nōn procul ā<sup>6</sup> mūrīs locātum est. In mōnstrō virī armātī cēlātī sunt.

10 Tum cēterī Graecī ad īnsulam proximam, velut in fugam, nocte (*in the night*) nāvigāverunt et ultrā ōrās īnsulae exspectāverunt."

## 402.

## Notes

1. *Quō modō? in what way? how?*
2. *Vāstāta est, was destroyed.* This is the third person singular of the *perfect* indicative passive. Study section 403 now.
3. *Cōnsiliō, at the advice, because of the advice.* Study section 404 now. Observe how this usage of the ablative is translated.
4. *Īnsidiae, a trick.*
5. The Trojans thought the wooden horse was an offering made to the gods by the Greeks that they might secure a safe return to their native land. Despite the advice of a few persons, who viewed the monster as a trick of the Greeks, the horse was dragged through a breach in the walls to the citadel of Troy. That night the men hidden in the body of the horse descended from their hiding place and signaled to the Greek fleet, which was out of sight behind the island of Tenedos. The Greeks returned to find the gates open and the capture of the city easy.
6. How do you decide whether *ā* means *from* or *by* here?

## Grammar

**403. The Perfect Indicative Passive.** This tense is formed by using the present tense of *sum* as an auxiliary with the perfect passive participle, the fourth principal part of a Latin verb: as, *vocātus sum, I was called.* The inflection follows:

<i>Singular</i>	<i>Plural</i>
<i>vocātus sum, I have been called</i>	<i>vocātī sumus, we were called, we have been called</i>
<i>vocātus es, you were called, you have been called</i>	<i>vocātī estis, you were called, you have been called</i>
<i>vocātus est, he was called, he has been called</i>	<i>vocātī sunt, they were called, they have been called</i>

Note the following points regarding this tense:

1. In English the present tense of *to be*, when used as an auxiliary, forms the *present* passive: as, *He is called*; but in Latin the present tense of *sum*, when used as an auxiliary, forms the *perfect* passive: as, *vocātus est, he was called* or *he*

*has been called*. Do not translate *est* by *is* or *sunt* by *are* when they are used with the perfect passive participle.

2. Observe that the perfect passive participle, like any predicate adjective, is an adjective and so changes its ending to agree with the subject. It is declined like **bonus**.

3. Note that in English the perfect participle may be used to form either active or passive tenses: as, *I was called* (passive) and *I have called* (active). The Latin perfect participle is always passive.

Study the perfect indicative passive of the model verbs **vocō** and **moneō**, as given in the Appendix, page 28. If you will look at the same tense of the model verbs of the third and fourth conjugations, you will see that you already know how to form them. In fact you can now give the perfect passive of a verb of any conjugation, if you know the fourth principal part.

**404. The Eighth Use of the Ablative. Cause.** The ablative without a preposition may be used to tell the reason or the cause of an action. Cause is also expressed by the accusative with **ob** or **propter**.

## 405.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>initium</u> , ini'tī, <i>n.</i>	initial	<i>beginning</i>
<u>nāvigium</u> , nāvi'gī, <i>n.</i>	<i>nāvigō</i>	<i>boat</i>
<u>aedificō</u> , -āre, -āvī, -ātus	edifice	<i>build, construct</i>
<u>decimus</u> , -a, -um	decimal, <i>decem</i>	<i>tenth</i>
<u>familia</u> , -ae, <i>f.</i>	family	<i>family</i>
<u>callidus</u> , -a, -um		<i>crafty, wily</i>
<u>insidiae</u> , -ārum, <i>f. plur.</i>	insidious	<i>trick, stratagem</i>
<u>mōnstrum</u> , -ī, <i>n.</i>	monster	<i>monster</i>
<u>proximus</u> , -a, -um	proximity	<i>near, very near, neighboring</i>
<u>velut</u> , <i>adv.</i>		<i>as, as if</i>
<u>fuga</u> , -ae, <i>f.</i>	fugitive	<i>flight</i>

## 406. Application of Latin to English

Our names for the months are all derived from Latin, and most of them are connected with Latin words which you have studied or with the names of Roman gods of whom you have heard. Several of the Roman numerals appear in these names.

*January* is from *Jānuārius*, which in turn is derived from *Jānus*, the god of doorways (*jānuā*, *door*) and of beginnings in general.

*February* is from *Februārius*, derived from a word meaning to purify, since this month was the time for purification.

*March* is from *Mārtius*, derived from *Mārs*, the god of war.

*April* is from *Aprīlis*, the derivation of which is uncertain. It may be derived from *aperīre*, *to open*, as the earth begins to "open" in the spring.

*May* is from *Maius*, derived from *Maia*, the mother of Mercury.

*June* is from *Jūnius*, the name of a famous Roman family.

*July* is from *Jūlius*, the name which Julius Caesar gave to this month, in honor of his family name, when he reformed the calendar.

*August* is from *Augustus*, the name given to it by Augustus.

*September* preserves the original spelling. It is derived from *septem*, *seven*. Since the early Roman year began with March, September was originally the seventh month.

*October* is from *Octōber*, derived from *octō*, *eight*.

*November* is from *November*, derived from *novem*, *nine*.

*December* is from *December*, derived from *decem*, *ten*.

Caesar, in his reform of the calendar, began the year with January first, thus destroying the numerical significance of the names of the last four months of the year.

## Drill and Review

407. Decline *initium*, *decimus*, *mōnstrum*, and *fuga*.

408. Explain the gender and number of the participles; then translate:

1. *Servātus* sum. 2. *Servāta* est. 3. *Cornēlia*, *servāta* es. 4. *Cornēlia* *servāta* est. 5. *Puerī*, *servātī* sumus. 6. *Puerī*, *servātī* estis. 7. *Puerī* *servātī* sunt. 8. *Oppidum* *expugnātum* est. 9. *Oppida* *expugnāta* sūnt.

**409.** State the tense of each verb and translate :

1. Līber sum. Līberātus sum. Līberor.
2. Terra vāstātur. Terra magna est. Terra vāstāta est.
3. Exspectātī sunt. Exspectant. Exspectantur.
4. Servus est. Servātur. Servātus est.
5. Servī sumus. Servātī sumus. Servāmur.

**410.** Express in Latin :

1. He was set free. 2. She was set free. 3. The town was set free.
4. The captives have been liberated. 5. I have been liberated.
6. By whom has aid been given? 7. Aid was being given. 8. You were called because of the danger. 9. Boats have been built by them. 10. A stratagem has been prepared by the Greeks. 11. The beginning of a battle has been announced. 12. The captives have been freed. 13. A gate has been built. 14. I have not been tempted by your gifts.

**411.** Answer in Latin :

1. Ubi erat Trōja?
2. Quot annōs Trōjānī cum Graecīs pugnābant?
3. Quid Graecī dēsiderābant?
4. Quis erat Ulixēs?
5. Quid Ulixēs parāvit?
6. Quō Graecī nāvigāvērunt?

**412.** Proceed as in previous exercises :

1. Jam ā cūrā liberātus sum. 2. Ā periculō liberātus es.
3. Agricola ā servō jūtus est. 4. Puella ā fēminā laudāta est. 5. Meum cōsiliū probātum est. 6. Virī, periculō incitātī sumus. 7. Ā quibus incitātī estis? 8. Puellae, laudātae estis et saepe laudābiminī. 9. Īnsidiae Ulixī ab Graecīs probātae sunt. 10. Propter fugam Graecōrum animī Trōjānōrum incitātī sunt. 11. Quibus cōsilia nostra nūntiāta sunt? 12. Castra eōrum proxima sunt. 13. Sine morā auxilium eīs datum est. 14. Decimus annus appropinquābat; diū Graecī dēfessī familiās dēsiderāverant.

## REVIEW 7

## 413. Vocabulary Review

The following list contains the words of Lessons 31-35 that are for permanent retention :

207. absum	218. factum	229. obsideō
208. animus	219. familia	230. obtineō
209. apud	220. frūstrā	231. ōrō
210. aut . . . aut	221. fuga	232. porta
211. autem	222. ignōrō	233. post
212. auxilium	223. ignōtus	234. -que
213. captīvus	224. initium	235. senātus
214. castra	225. inopia	236. temptō
215. cōnsilium	226. īnsidiae	237. unde
216. cūra	227. intrā	
217. decimus	228. negō	

## 414. Grammar Review

Be sure you have learned from the last five lessons :

1. The three stems of a verb, and how they are to be found.
2. The personal endings of the perfect tense.
3. How to form the perfect indicative, active and passive.
4. How to inflect the perfect indicative, active and passive, of verbs of the first and second conjugations.
5. How the past perfect and future perfect indicative active are formed and inflected for verbs of the first and second conjugations.
6. How the future indicative of **sum** is inflected.
7. An eighth use of the ablative — to express cause.
8. The principal parts of the verbs you have met.

What active and passive tenses are formed on the present stem? What active tenses are formed on the perfect stem? What passive tense is formed on the participial stem?

Practice giving the principal parts of the verbs in sections 53, 112, 172, 227, 289, 345, and 413.

Give the three stems of **ōrnō**, and conjugate in all tenses of the active, and through the perfect passive.



Give the principal parts and the three stems of *amō*, *appellō*, *cūrō*, *dō*, *errō*, *incitō*, *laudō*, and *stō*.

Give the stem, tense, and meaning of *respondēbāmus*, *tenuerātis*, *occupāverint*, *exspectāverāmus*, *labōrābat*, *servābar*, *mōvistis*, *auxerant*, *liberāverimus*, *appropinquābās*, *ōrābimus*, *monuimus*, *vocābant*, *nāvigāverunt*, *dēbuit*, *obtinēbuntur*, *docet*, *clāmābam*, *dēmōnstrātur*, *vidēris*, *valēbunt*, *nūntiāveram*, *appellātus est*, *dēlēverō*, *temptant*, *negāverat*, *vulnerātī sumus*, *parāverās*, *obsidēbitur*, *portābuntur*, *superātus sum*, *pugnābis*, *habēmus*, *cūrō*, *mānsistī*, *dedī*, *timēbitis*, *dubitāverit*, *amās*, *spector*, *laudātis*.

## 415.

## Sight Translation

## THESEUS AND THE MINOTAUR (1)

Ōlim bellum nōtum erat inter populōs Athēnārum (*of Athens*) et Crētae (*of Crete*), īnsulae nōn procul ab Graeciā. Mīnōs, rēx (*king*) Crētae, magnā irā movēbātur, quod filius eius inter ludōs (*during the games*) Graecōs forte  
 5 necātus erat (*had been killed*). Itaque cōpiās magnās cum cūrā parāverat et in Graeciam nāvigāverat. Ibi cum Graecīs pugnāverat et eōs bellō īnsidiisque superāverat. Poenam (*punishment*) dūram post victōriam parāvit; nam septem ē puerīs eōrum, septem ē puellis  
 10 quotannis (*yearly*) postulāvit (*demanded*).

Posteā quotannis imperiō eius, dum patrēs matrēsque (*fathers and mothers*) ex ōrā maritimā spectant et auxilium frūstrā ōrant, quattuordecim liberī miserī ad īnsulam Crētā nāvigio nigrō (*black*) portābantur. Ibi Mīnōtaurō  
 15 dabantur, mōnstrō quod (*which*) intrā Labyrinthum (*the Labyrinth*) tenēbātur. Dum liberī per viās Labyrinthi multās et ignōtās errant, eōs Mīnōtaurus dēvorābat (*used to eat*). Laetus erat Mīnōs poenā Graecōrum.

Aegeus, rēx Athēnārum, filium Thēseum tum habēbat propter facta clāra nōn ignōtum. Thēseus poenā puerōrum puellārumque vehementer mōtus est. Tandem ad patrem (*father*) properāvit et eī cōsiliū nūntiāvit. "Mē," inquit, "cum sex pueris et septem puellis ad Mīnōtaurum mitte.<sup>1</sup> 5 In animō cōsiliū habēō ex patriā nāvigāre et ad Labyrinthum appropinquāre. Sī nōn negābis, Mīnōtaurum necāre temptābō. Magnum erit perīculum; neque īnsidiās Labyrinthī ignōrō. Sed neque terrēbor neque dubitābō. Aut captīvus Mīnōtaurī erō, aut mōnstrum ā 10 mē necābitur. Sī autem Mīnōtaurum necābō, tū et patria eritis liberī (*free*) et laetī, et ego glōriam obtinuerō." (*Continued in section 462*)

## 416.

## Derivation

Give the Latin word (and its meaning) from which each of the following English words is derived: *vestment, stipend, tempt, triumphal, gem, familiar, aberration, expatiated, inexpugnable, inexorable, obsession, ignore, initiate, negation, orate, decimate.*

<sup>1</sup> **Mitte**, *send*: imperative.

## LESSON 36 (Optional)

### TROJAN AENEAS REACHES ITALY

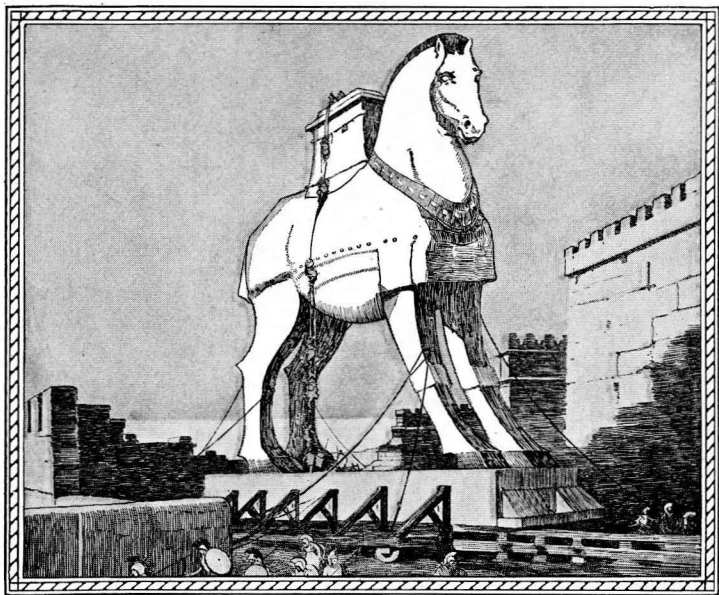
Tell the story of the Trojan War as far as it was related in the last lesson.

417. "Posterō diē (*The next day*) Trōjānī laetī propter fugam Graecōrum extrā mūrōs properāvērunt. Neque castra neque nāvigia Graecōrum in ōrīs Trōjae vīsa sunt.<sup>1</sup> Nē ūnus quidem ex Graecīs vīsus est. Prope mūrōs stābat  
5 mōnstrum. Trōjānī mōnstrum ignōtum spectāvērunt neque insidiās timuērunt. Itaque, dum virī et fēminae et puerī et puellae cantant (*sang*),<sup>2</sup> equum intrā mūrōs trāxērunt (*dragged*).

Cum<sup>3</sup> mōnstrum prope templum Trōjānī locāverant,  
10 tum equus corōnīs<sup>4</sup> ā populō laetō ōrnātus est et cūncta Trōja ā cūrā<sup>5</sup> liberāta est. Maximō cum gaudiō mōnstrum ā Trōjānīs spectātum est. Neque Trōjānī monstrō novō perterriti sunt.

Graecī autem proximā nocte (*during the next night*)  
15 ab insulā ad Trōjam nāvīgāvērunt. Interim somnus laetōs Trōjānōs habēbat. Sed Graecī armātī in equō nōn jam occultī erant. Jam portae oppidī apertae (*open*) erant. Nunc cēterī Graecī ex nāvigiīs in oppidum properābant. Nunc miserī Trōjānī aegrē pugnābant. Multī in viīs et in  
20 templis necābantur. Itaque insidiīs Trōja antiqua expugnāta est.

Aenēas Trōjānus, quod patria eius vāstāta est, cum patre (*father*)<sup>6</sup> et filiō et paucīs sociīs ab Asiā properāvit.



THE WOODEN HORSE INSIDE THE WALLS OF TROY

Per septem annōs circum ōrās et īsulās maris Medi-  
terrāneī (*of the Mediterranean Sea*) errābat. Tandem in  
Italiam nāvigāvit et sociīs novam patriam dedit.

Tum Latīnī prope Tiberim fluvium habitābant. Inter  
Trōjānōs et Latīnōs multa erant proelia, sed Aenēās cōpiās 5  
compārāvit et Latīnōs proeliis crēbris superāvit. Postea  
oppidum aedificāvit, quod (*which*) Lāvīnium<sup>7</sup> vocāvit.  
Ascanius, fīlius eius, novum oppidum, Albam Longam,<sup>7</sup>  
aedificāvit. Hīc posterī eius<sup>8</sup> per trecentōs annōs rēgnā-  
vērunt. Dēnique Rōma aedificāta est.<sup>9</sup>

16

Quod Aenēās bonus vir erat et deōs amābat, semper ā  
poētīs nostrīs est laudātus.”



### AENEAS LEAVING TROY

The hero is carrying his father. His son walks by his side, and his wife follows in the distance

## 418.

## Notes

1. *Visa sunt, were seen, could be seen*, the perfect passive of *videō*. Be sure to learn thoroughly the principal parts of the verbs of the second conjugation (§ 379).

2. Remember that the present indicative with *dum* expresses a past progressive idea (§ 294, n. 6).

3. *Cum* is here a conjunction, meaning *when*.

4. What are the possible cases of *corōnīs*? A noun which may be dative or ablative without a preposition is usually ablative when it refers to a thing.

5. How do you know that *ā cūrā* is not agent?

6. Aeneas is said to have carried his father from Troy on his shoulders.

7. Locate these towns on the map, page 255.
8. *Posterī eius*, his descendants.
9. According to the legend the Trojan War took place nearly 1200 years before Christ. Rome was founded in 753 B.C.

## 419.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>nē</u> . . . <u>quidem</u> †		<i>not even</i>
<u>perterreō</u> , -ēre, -uī, -itus		<i>thoroughly frighten</i>
<u>somnus</u> , -ī, <i>m.</i>	insomnia	<i>sleep, slumber</i>
<u>occultus</u> , -a, -um	occult	<i>hidden, concealed</i>
<u>aegrē</u> , <i>adv.</i>		<i>weakly</i>
<u>fluvius</u> , fluvī, <i>m.</i>	fluid	<i>river</i>
<u>comparō</u> , -āre, -āvī, -ātus		<i>prepare, get ready</i>
<u>crēber</u> , -bra, -brum		<i>frequent, many</i>
<u>rēgnō</u> , -āre, -āvī, -ātus	reign	<i>rule, reign</i>

## 420.

## Application of Latin to English

1. Explain the meaning of the italicized words:

- a. Many reforms have been *initiated* during his governorship.
- b. The *insidious* disease undermined his constitution.
- c. All attempts to discover the truth were *frustrated*.

2. From *cantāre*, to sing, comes *chant*, meaning to sing or to recite musically. *Cant* is the same word; originally it meant the whining song of a beggar and then hypocrisy. *Enchant* meant originally to bewitch by singing, and then to charm or bring under one's spell in any way. An *enchantress* is a witch, a sorceress. An *incantation* is a magic formula, originally chanted or sung, having power to cast a spell. To *recant* means to sing reversedly, hence to recall, to withdraw opinions previously expressed. To *descant* means to sing a song with variations (*dis-*), and hence to talk with fullness.

3. What is the Anglo-Saxon equivalent of *somnambulist*?

4. A *templum* was originally simply an open space where

the Roman priests watched the sky for omens. This required continuous attention and pondering over whatever was seen. From this comes our word *contemplate*, which means to consider continuously and reflectively, to meditate.

### Drill and Review

**421.** Conjugate *sum* in the past progressive and future.

**422.** Make a synopsis of *habeō* in the third person plural.

**423.** Read and translate :

1. Puella docta est. 2. Amicōs habuerimus. 3. Virum vulnerāverat. 4. Vir vīsus est. 5. Agricolae territī sunt. 6. Quid movēbātur? 7. Pecūnia habēbitur. 8. Perīculum vīsum est. 9. Cum cūrā doctae estis. 10. Castra mōverat. 11. Cōnsilium bonum habuerant. 12. Tū magnopere territus es.

**424.** Express in Latin :

1. They have been seen by us. 2. You were seen by them. 3. We have been seen by you. 4. I was seen by him. 5. He was seen by her. 6. It was seen by me. 7. By whom were they seen?

**425.** Proceed as in previous exercises :

1. Īnsidiae occultae Graecōrum ā nullō vīsae sunt. 2. Nē fuga quidem eōrum incolīs nūntiāta est. 3. Decem captivī tenēbantur, sed nōn perterritī sunt. 4. Apud Rōmānōs puerī ā servīs doctī sunt. 5. Nōn gladiīs sed audāciā animī servātī sumus. 6. Trōja antīqua decem annōs ā Graecīs frūstrā oppugnāta est. 7. Cōnsiliō virī callidī Trōja tandem expugnāta est. 8. Rīpae fluvī proximae sunt. 9. Quod scūta nōn comparāverant, multī in proeliō necātī sunt. 10. Lacrimae interdum appellātae sunt arma fēminārum. 11. Cūnctī Graecī et Trōjānī pilīs gladiisque pugnābant. 12. Et extrā hortum et intrā hortum rosae crēbrae vīsae sunt. 13. Eum vidī, sed ab eō nōn vīsus sum.

## LESSON 37

### THE MYTH OF DAEDALUS AND ICARUS

Read first one of the accounts of the myth referred to below.\*

426. "Puerī," inquit Orbilius, "semper memoriā<sup>1</sup> imperia patrum (*of your fathers*) tenēte. Interdum magnō in periculō eritis, sī imperia eōrum memoriā nōn tenueritis.<sup>2</sup> Ōlim puer Īcarus verba patris (*of his father*) memoriā nōn tenuit. Sine dubiō monitus erat.<sup>3</sup> Certē 5 periculum eī dēmōnstrātum erat,<sup>3</sup> sed verbis patris nōn territū est. Nārrābōne vōbīs dē Īcarō?"

Statim "Vērō" respondent discipulī tumque tacent. Inde Orbilius: "Īcarus filius Daedalī,<sup>4</sup> virī callidī et peritī, erat. Quondam Daedalus Athēnīs (*at Athens*) 10 habitāverat. Ibi autem virum necāverat et propter hoc (*this*) maleficiū condemnātus erat (*had been condemned*).<sup>3</sup> Cum Īcarō igitur ad Crētā, insulam magnam et nōtam procul ab Graeciā, properāverat. Hīc per multōs annōs mānserat.

Saepe Daedalus patriam dēsiderāverat, sed et pater et filius in insulā ā rēge (*by the king*) retentī erant.<sup>3</sup> Praetereā nūllum nāvigium possidēbat; et quō modō (*in what way*) virī trāns aquās lātās et altās sine nāvigio trānsportābuntur?

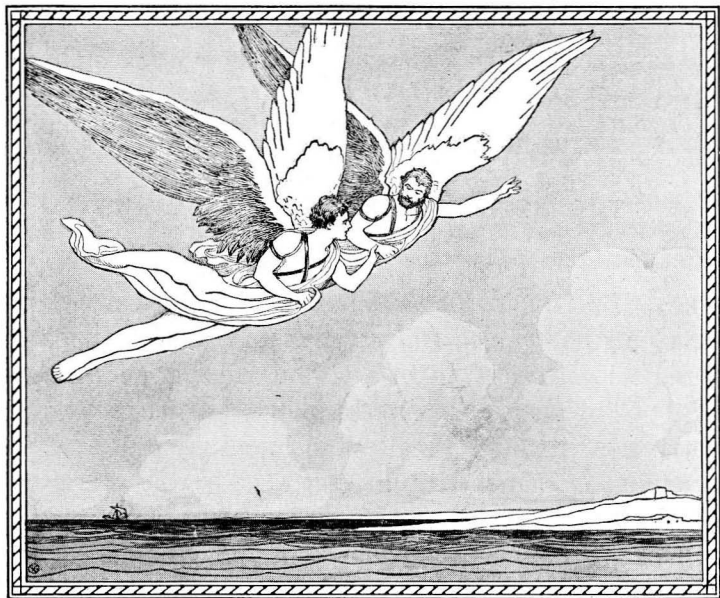
\* The story of the myth of Daedalus and Icarus is found in the following books:

BULFINCH. *The Age of Fable*, pp. 190-191.

GUERBER. *Myths of Greece and Rome*, pp. 253-255.

GAYLEY. *The Classic Myths*, pp. 246-248.





DAEDALUS AND ICARUS START THEIR FLIGHT

Dēnique perītus Daedalus novam et ignōtam viam fugae parāvit. Nam cum diligentiā et cūrā ex pennīs (feathers) et linō (thread) et cērā (wax) ālās parāvit. Ubi ālae parātae erant<sup>3</sup> et Īcarō<sup>5</sup> accommodātae erant (had been fitted),<sup>3</sup> Daedalus puerum volāre docuit. Fīlium ita monuit: 'Prope terrās volā, mī fili. Sī enim altius (too high) volābis, sōl (the sun) cēram ālārum tuārum solvet (will melt). Sīn mea verba memoriā ā tē retenta erunt,<sup>6</sup> tūtī<sup>7</sup> in patriam nostram volābimus.'

10 Tandem pater et filius in caelum lātum volāvērunt. Īcarus autem superbus propter novās ālās cōnsilium patris memoriā nōn jam tenēbat. Altius volābat. 'Īcare, altius

volās,' clāmābat Daedalus et filium bis revocābat; sed frūstrā. Mox sōl cēram solverat (*had melted*) et Īcarus dē caelō in aquās dēciderat (*had fallen*). Neque postea ā patre miserō vīsus est.

Discipulī, verbīsne meīs frūstrā monitī eritis?<sup>6</sup> Eritne 5 frūstrā fābula dē Īcarō vōbīs nārrāta?"

## 427.

## Notes

1. Does **memoriā** express place where or means?

2. Does "you will not have held" sound right to you? What tense do we naturally use in English?

3. **Monitus erat**, *he had been warned*; the third person singular of the past perfect indicative passive. Study section 428 now.

4. Daedalus was a very skillful workman. While he was in Crete, he built the famous maze called the Labyrinth. In order to escape from Crete he made wings for himself and his young son Icarus. As they flew through the air, Icarus approached too near the sun, which melted the wax that fastened the feathers together. He fell into the sea and was drowned.

5. **Īcarō**: dative. Translate with **accommodātae erant**.

6. **Retenta erunt**, *are kept* (lit. *will have been kept*); the third person plural of the future perfect indicative passive. Study section 428 again.

7. **Tūtī**, *safely* (lit. *safe*); sometimes an adjective may best be translated as an adverb.

## Grammar

## 428. The Past Perfect and Future Perfect Indicative Passive.

The past perfect indicative passive is formed by using the past progressive of **sum** with the perfect passive participle. You should have no difficulty in recognizing and conjugating this tense. Conjugate **vocātus eram** and **monitus eram**, and compare your work with these tenses as given in the Appendix, pages 28-29. Do not confuse **eram** used as a main verb and as an auxiliary.

The future perfect indicative passive is formed by using the future tense of **sum** as an auxiliary verb with the perfect passive participle. Add the forms of **erō** to **vocātus** and **monitus**, and compare your work with these tenses as given in the Appendix, page 29. Do not confuse **erō** used as a main verb and as an auxiliary.

The perfect, past perfect, and future perfect passive tenses belong to the participial system of the verb.

**429. Summary of the Latin Verb.** The three elements of which the verb consists are the stem, the tense sign, and the personal ending. Review the following points:

1. How many and what stems are there? How many principal parts are there? How is each stem found? What tenses, active and passive, are formed from each stem?

2. What two tenses of the first and second conjugations have no tense sign? Give the tense signs of the other tenses.

3. Give the regular active personal endings; the passive personal endings; the special endings of the perfect.

## 430.

## Vocabulary

## NEW WORD

## RELATED WORD

## MEANING

vērō, *adv.*

*truly; yes (in reply to questions)*

inde, *adv.*

*thence, thereupon*

perītus, -a, -um

*skilled, experienced*

maleficium, malefī'cī, *n.*

*wicked deed*

praetereā, *adv.*

*besides, moreover*

possideō, -ēre, -sēdī, -sessus

*own, have, possess*

trānsportō, -āre, -āvī, -ātus

*transport, trāns*

*carry over, carry*

+ *portō*

*across*

enim, *conj.*

*nam*

*for*

sīn, *conj.*

*sī*

*but if*

bis, *adv.*

*twice*

**431. Application of Latin to English**

1. Explain the meaning of the italicized words :

- a. He was *divested* of his powers and forced to resign.
- b. The two explosions occurred *simultaneously*.
- c. The poem was written *in memoriam*.

2. The derivatives of *ōrāre*, to *pray*, *speak*, show these two meanings. To *adore* meant to pray to, to worship, and it still has that meaning when used in a religious sense. It usually means to regard with the utmost affection, a meaning which "worship" also has. The law is said to be *inexorable* because it cannot be moved by prayer. An *orator*, however, is one who (-*tor*) speaks, and an *oration* is a speech. *Orison* is the same word as *oration* but has preserved the original meaning of "prayer." A *peroration* is literally a speaking through to the end (*per*-), and hence the concluding part of a speech.

3. The final consonant of a Latin prefix is sometimes changed to make it like the initial consonant of the word to which the prefix is attached: as, *oppugnō* (*ob* + *pugnō*); *appāreō* (*ad* + *pāreō*). This change makes pronunciation easier, as you can see by trying both ways. It is called *assimilation*, which means making something like something else (*ad*, *to*, + *similis*, *like*). The prefixes most often assimilated are *ad*-, *con*-, *in*-, *ob*-, *ex*-, and *sub*-. Explain the spelling of *accommodation*, *affiliate*, *accelerate*, *illiterate*, *associate*, *efficient*, *collaborate*, *arrogant*, *immigrant*, *success*, *alliteration*, *apparatus*, *correspond*.

**Drill and Review**

**432.** Conjugate *terreō* in the perfect active; *condemnō* and *habeō* in the past perfect passive; *trānsportō* and *moveō* in the future perfect passive. Give the three stems of *moveō*, and tell what tenses are formed from each stem.

**433.** Make a synopsis of *moveō* in the third person singular.

**434. Read and translate :**

1. Virī condemnātī erant. 2. Itaque necātī sunt. 3. Puella laudāta erat. 4. Visī erāmus. 5. Fēminae territae erant. 6. Mox oppidum expugnātum erit. 7. Mox oppidum expugnābitur.

**435. Express in Latin :**

1. I had been praised by him. 2. *He* had been praised by me. 3. She had been praised by you. 4. You had been praised by her. 5. *They* will have been praised by us. 6. *We* shall have been praised by them. 7. It had been seen.

**436. Answer in Latin :**

1. Quis erat Īcarus?
2. Ubi Daedalus et Īcarus habitāverant?
3. Cūr Daedalus condemnātus erat?
4. Quō Daedalus et filius properāverant?
5. Cūr Daedalus in Crētā mānserat?

**437. Proceed as in previous exercises :**

1. Ā cūrā sociī nostrī tandem liberātī erant ; auxilium enim eīs datum erat. 2. Diū in Germāniā cum eīs retentī erāmus, et maximō cum gaudiō familiās nostrās viderāmus. 3. Post proelium adversum fuga cōpiārum ab captivīs nūntiāta erat. 4. Interdum deī per caelum ālis trānsportātī sunt. 5. Īnsidiae eōrum ā nōbīs bis visae erant. 6. Decimus annus bellī maximē sevērus erit. 7. Oppidum per decem hōrās oppugnātum erat et multi virī vulnerātī erant. 8. Animī eārum verbis captīvōrum incitātī erunt. 9. Per maleficiū virī perītī Graeci Trōjam possēdērunt.

## LESSON 38

### THE TOGA VIRILIS

A great event in the life of a Roman boy was the day on which he ceased to wear the boyish *toga praetexta* (a toga with a crimson border), and put on the *toga virilis*, the dress of manhood. This event, which took place somewhere near the boy's fifteenth year, was often celebrated on a festival called the *Liberalia*. On the morning of this day the boy laid aside his *bullā* and *toga praetexta* (*insignia pueritiae*) at his home, and went to the Forum, where he was congratulated on having reached manhood. His name was here added to the list of citizens. This ceremony was followed by an offering in a temple on the Capitoline Hill.\*

Give all possible forms of *Pūbli*, *fuī*, *herī*, *amicī*, *ibi*, *vidī*, *ubi*, *superbī*, *salvē*, *tē*, *oppidō*, *spērō*, *ego*.

438. LŪCIUS. Salvē, Pūbli. Magnō cum gaudiō tē videō. Ubi herī fuistī?<sup>1</sup>

PŪBLIUS. Salvē tū quoque, Lūcī. Herī in forō multās hōrās fuī. Neque sōlus eram. Nam Quīntus mēcum fuit.<sup>1</sup> Eum per quattuor annōs nōn vīderam, quod is in Graeciā 5 fuerat,<sup>1</sup> ubi pater eius lēgātus populī Rōmānī erat. Quīntus autem prope mē in oppidō nostrō rūrsus habitat. Antea amicī fuerāmus<sup>1</sup> quod vīcinī erāmus. Etiam nunc amicī sumus et, ut spērō, semper amicī erimus. Itaque herī per forum errāvimus.

10

LŪCIUS. Quid in forō vīdistis?

\* A description of this ceremony is found in the following books:

JOHNSTON. The Private Life of the Romans, p. 85.

TAPPAN. The Story of the Roman People, p. 64.

CHURCH. Roman Life in the Days of Cicero, pp. 29-30.



DECIMUS WEARS THE TOGA VIRILIS FOR THE FIRST TIME

PŪBLIUS. Multī in forō aderant, quod ibi toga pūra (white) (vel toga virīlis (manly)) multīs puerīs dabātur. Ignōrāsne? Herī Liberālia aderant. Inter puerōs Decimū, amīcum nostrum et socium, vīdī. Quod Decimus  
 5 jam quīndecim annōs nātus est (*is fifteen years old*), pater eius in forum magnam turbam servōrum et propinquōrum et amīcōrum convocāverat. Ubi ego et Quīntus forum intrāvimus, Decimus cum amīcīs ad Capitōlium<sup>2</sup> properābat.

10 Quam superbus erat pater Decimī! Quam superbī erant amīcī eius! Antea propter ingenium Decimī superbī<sup>3</sup> fuerant; nunc autem maximē superbī erant. Quam laetus

et superbus erat Decimus quod insignia pueritiae (*the signs of boyhood*) nōn habēbat! Nunc vir liber erat; nunc cīvis Rōmānus<sup>4</sup> appellābātur.

Mox ego quīndecim annōs habēbō. Mox tū quoque quīndecim annōs habēbis. Tum virī erimus; tum cīvēs s Rōmānī appellābimur.

## 439.

## Notes

1. Fuistī is second person singular of the perfect indicative of *sum*. Study section 440 thoroughly now.
2. Capitōlium: the Capitoline Hill.
3. Superbī: a predicate adjective here.
4. Cīvis Rōmānus, a *Roman citizen*.

## Grammar

**440. The Perfect, Past Perfect, and Future Perfect of *Sum*.** The perfect stem of *sum* is *fu-*. The perfect, past perfect, and future perfect tenses are formed in the same way as in the regular verbs. Learn these tenses as given in the Appendix, page 31. Review section 367.

## 441.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<i>sum, esse, fui, futūrus</i>		<i>am</i>
<i>lēgātus, -ī, m.</i>		<i>envoy, lieutenant</i>
<i>rūsus, adv.</i>		<i>again</i>
<i>anteā, adv.</i>	<i>ante</i>	<i>before, formerly</i>
<i>ut, conj.</i>		<i>as</i>
<i>pūrus, -a, -um</i>	<i>pure</i>	<i>clean, pure, white</i>
<i>vel, conj.</i>		<i>or</i>
<i>propinquus, -ī, m.</i>	<i>prope</i>	<i>relative</i>
<i>convocō, -āre, -āvī, -ātus</i>	<i>convoke, vocō</i>	<i>call together</i>
<i>ubi, conj.</i>		<i>when</i>
<i>ingenium, inge'nī, n.</i>	<i>ingenuity</i>	<i>ability</i>
<i>liber, -era, -erum</i>	<i>liberō</i>	<i>free</i>



## 442. Application of Latin to English

1. You have now studied most of the Latin words contained in the following Latin phrases, which occur frequently in English. Look up their meanings. Pronounce as in English.

- |                       |                             |                                |
|-----------------------|-----------------------------|--------------------------------|
| 1. multum in parvo    | 14. Dei gratia              | 26. ex cathedra                |
| 2. de novo            | 15. per annum               | 27. persona non grata          |
| 3. in memoriam        | 16. sub rosa                | 28. terra firma                |
| 4. ex animo           | 17. in absentia             | 29. verbatim et lite-<br>ratim |
| 5. experientia docet  | 18. in perpetuum            | 30. tabula rasa                |
| 6. ex officio         | 19. de facto                | 31. nunc aut num-<br>quam      |
| 7. magnum bonum       | 20. ante bellum             | 32. Sic semper tyrannis        |
| 8. via media          | 21. in propria per-<br>sona | 33. ad nauseam                 |
| 9. consilio et animis | 22. inter nos               | 34. victoria non praeda        |
| 10. pro patria        | 23. Et tu, Brute            | 35. in Deo speramus            |
| 11. pro bono publico  | 24. Te Deum                 | 36. terra incognita            |
| 12. pro forma         | 25. pro et con(tra)         |                                |
| 13. Deo gratias       |                             |                                |

## Drill and Review

443. Decline *lēgātus Rōmānus* and *ingenium magnum*.

444. Conjugate *sum* in all tenses of the indicative.

445. Conjugate *portō* in the perfect and past perfect, active and passive.

446. State the tense of a verb ending in

-ērunt	-bant	-erat	-erint	-istī	-it
-istis	-eris	-bantur	-us est	-a erat	-bit

447. Proceed as in previous exercises:

- Numquam in Asiā fuī.
- Somnus fuerit grātus.
- Liberī fuerant.
- Ego fueram liber, tū captīvus fuerās.
- Cūr in lūdō nōn fuistis?
- Is lēgātus fuerat.
- Anteā servae fuerāmus, nunc liberae sumus.
- Propinquī eius semper grātī fuērunt.
- Cōnsilium eius bonum fuerit.
- Fortūna incolārum misera erat.

## LESSON 39 (Optional)

### THE STORY OF TARPEIA

Read one of the accounts of the story of Tarpeia referred to below.\*

448. Ōlim Capitōlium<sup>1</sup> propter perfidiam (*treachery*) et maleficium puellae occupātum est. Nōn multae autem fuērunt perfidae (*treacherous*) puellae Rōmānae; nam patria ā puellis Rōmānīs semper maximē amābātur. Sed Tarpeia perfida fuit.

5

Rōmānī contrā Sabīnōs<sup>2</sup> vicinōs pugnābant. Tum Rōma oppidum parvum erat. Fortūna Rōmānōrum adversa fuerat. Agrī eōrum ā Sabīnīs vāstātī erant, et Sabīnī cum cōpiīs magnīs ad Rōmam appropinquābant. Nunc Capitōlium solum<sup>3</sup> Rōmānīs praesidium (*protection*) 10 praebēbat. Sī Capitōlium occupābitur, Rōmānī in bellō certē superābuntur. Magnō in periculō erant Rōmānī.

Forte inopia aquae in oppidō erat et Tarpeia, puella Rōmāna, ex fluviō in mūrōs aquam portābat. Ā Sabīnīs vīsa est. Eam Sabīnī capiunt (*capture*) et temptant. 15 "Dā nōbīs auxilium," inquit Titus Tatius, Sabīnōrum dux (*leader*). "Dēmōnstrā nōbīs viam intrā mūrōs. Sī viam dēmōnstrābis, tibi dōnum grātum dabitur." Tum Tarpeia ita respondit, quod ānulōs et armillās<sup>4</sup> eōrum magnopere

\* The story of Tarpeia is found in the following books :

- HAAREN and POLAND. Famous Men of Rome, pp. 20-21.  
TAPPAN. The Story of the Romans, pp. 29-31.  
GUERBER. The Story of the Roman People, p. 5.  
SHUMWAY. A Day in Ancient Rome, pp. 14-15.

dēsiderābat : "Date mihi ōrnāmenta sinistrōrum bracchiōrum vestrōrum."

Neque Sabīnī dubitant. Statim Tarpeia eīs viam dēmōnstrat. Sine morā signum datum est et Sabīnī in  
5 puellam miseram scūta jactāvērunt; nam scūta quoque in sinistrīs bracchiīs habuērunt.

Sic (*Thus*) perfida puella necāta est et Capitōlium ā Sabīnīs occupātum est.

## 449.

## Notes

1. Capitōlium : on the Capitoline Hill the citadel was located in the early days of the city.
2. The Sabines were one of the native peoples of Italy.
3. Capitōlium solum, *only the Capitoline Hill*.
4. Ānulōs et armillās, *rings and bracelets*, which the Sabines wore on their left arms.

## Drill and Review

## 450. Answer in Latin :

1. Quō modō Capitōlium occupātum est?
2. Quālis (*What sort of*) puella erat Tarpeia?
3. Cūr nōn erant puellae Rōmānae perfidae?
4. Quibuscum Rōmānī pugnābant?
5. Fueratne fortūna Rōmānōrum bona?
6. Cūr Tarpeia extrā mūrōs properāvit?
7. Quid Tarpeia portābat?
8. Quid Titus Tatius rogāvit?
9. Quid puella Rōmāna dēsiderābat?
10. Quae (*What*) erant verba Tarpeiae?
11. Quō modō Tarpeia necāta est?
12. Dēbēmusne Sabīnōs laudāre an (*or*) culpāre?



### TARPEIA IS BARGAINING WITH THE LEADER OF THE SABINES

They are standing at the foot of the famous Tarpeian Rock, from the top of which traitors were hurled to their death. It was named from Tarpeia

## LESSON 40

### THE STORY OF CINCINNATUS

When the Romans were in great difficulties, either in war or in their political life, they sometimes put all the power of the state into the hands of one person, whom they called a *dictator*. Once, hard pressed by the Aequians, they made Cincinnatus dictator.\*

451. Apud Rōmānōs Lūcius Quīnctius Cincinnātus<sup>1</sup> vir ēgregius rēctē habēbātur.<sup>2</sup> Exemplum eius semper ā populō Rōmānō probābātur et laudābātur. Sine dubiō exemplum virī bonī probārī<sup>3</sup> et laudārī dēbet.

5 Lūcius Quīnctius cōsul<sup>4</sup> fuerat. Forte autem nōn jam Rōmae (*at Rome*) sed in casā parvā trāns Tiberim (*the Tiber*) habitābat. Ibi agricola<sup>5</sup> laetus et cōtēntus (*satisfied*) erat.

Post paucōs annōs adversa erat fortūna Rōmānōrum.  
10 Cōpiaē Rōmānae in castrīs ab Aequīs obsidēbantur. Ubi<sup>6</sup> perīculum nūntiātum est, populus Rōmānus maximē territus est. Propter perīculum Cincinnātus dictātor creātus est. Eum<sup>7</sup> ex agrīs revocārī senātus<sup>8</sup> iussit.

Itaque lēgātī trāns Tiberim properāvērunt et ad Cin-  
15 cinnātum appropinquāvērunt. Is tum sōlus agrum parvum arābat. Eum lēgātī salūtāvērunt: "Salvē, Lūcī Quīnctī. Imperia senātūs<sup>9</sup> populique Rōmānī nūntiāmus."  
Sed Quīnctius, "Tacēte," respondit, "togātus nōn sum."

\* The story of Cincinnatus is told in the following books:

HAAREN and POLAND. Famous Men of Rome, pp. 76-81.

GUERBER. The Story of the Romans, pp. 92-94.

TAPPAN. The Story of the Roman People, pp. 46-48.

HARDING. The City of the Seven Hills, pp. 65-70.



## CINCINNATUS AND THE ENVOYS OF THE SENATE

The envoys of the Senate find Cincinnatus plowing his fields. The early Romans were first of all farmers. Rome in its early history was a community of farmers, and agriculture was for centuries the chief occupation of its citizens. No one could be a full Roman citizen unless he owned a certain amount of land. The early wars which started Rome on her career of conquest were fought chiefly to protect the fertile fields of Latium from invaders. Although the wars of Rome furnished many notable examples of heroic deeds, it should be remembered that despite these wars Rome remained primarily an agricultural state. Thus Cincinnatus, after saving Rome, returned to his farm and resumed his interrupted labors

Et Raciliam marītam togam ex casā portāre iussit. Tum togātus imperia lēgātōrum expectābat. Sine morā lēgātī eum dictātōrem (*as dictator*) salūtāvērunt et imperia commūnicāvērunt.

Celeriter cōpiae Rōmānae ingeniō et cōnsiliō Cincinnātī 5 servātae sunt et populus Rōmānus ā periculō liberātus est. Sextō decimō diē<sup>10</sup> postquam dictātor creātus est, Cincinnātus in agrō rūsus arābat.

## 452.

## Notes

1. Roman men ordinarily had three names: a *praenomen* (Lucius), corresponding to our given names; a *nomen* (Quinctius), indicating the family; and a *cognomen* (Cincinnatus), indicating a particular branch of the family.

2. *Habēbātur*, *was considered*.

3. *Probārī*, *to be approved*; a present passive infinitive. Study section 453 now.

4. *Cōsul*: predicate nominative. The consuls (there were two of them) were the highest magistrates in the Roman state.

5. *Agricola*: predicate nominative.

6. Does *ubi* mean *where* or *when*?

7. *Eum*: subject of *revocārī*. Study sections 454 and 455 now.

8. *Senātus*, *the Senate*; subject of *jussit*.

9. *Senātūs*, *of the Senate*; genitive of possession, as is *populī Rōmānī*.

10. *Sextō decimō diē*, *on the sixteenth day*.

## Grammar

**453. The Present Passive Infinitive of the First and Second Conjugations.** The present passive infinitive ends in *-rī*: as, *vocārī*, *to be called*; *monērī*, *to be warned*.

**454. Third Use of the Accusative.** As the Subject of an Infinitive. In the sentence *Eum ex agrīs revocārī senātus jussit*, the group *eum ex agrīs revocārī* tells what the senate ordered, and it is, therefore, the object of *jussit*. *Revocārī* may, accordingly, be called an object infinitive. *Eum* does not tell whom the senate ordered, but whom the senate ordered to be called. Hence *eum* is not the object of *jussit*, but the subject of *revocārī*. Observe that *eum* is in the accusative case.

We use the same form of expression constantly in English: as, "I want *him* to go"; "He ordered *them* to come"; "I believe *him* to be honest." The italicized words are subjects of the infinitives and are in the objective case.

Learn this statement:

**The subject of an infinitive is in the accusative case.**

**455. Second Use of the Infinitive. As Object.** Learn the following statement :

The infinitive with a subject in the accusative case may be used as the object of a verb. This is called an object infinitive.

In *labōrāre dēbēs*, *you ought to work*, and *portāre properat*, *he hastens to carry*, the object infinitives do not have subjects.

## 456.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>ēgregius</u> , -a, -um		<i>distinguished</i>
<u>rēctē</u> , <i>adv.</i>	rectangle	<i>rightly</i>
<u>creō</u> , -āre, -āvī, -ātus	create	<i>elect</i>
<u>jubeō</u> , -ēre, jussī, jussus		<i>order, command</i>
<u>togātus</u> , -a, -um	<i>toga</i>	<i>dressed in the toga</i>
<u>marīta</u> , -ae, <i>f.</i>	<i>marītus</i>	<i>wife</i>
<u>commūnicō</u> , -āre, -āvī, -ātus		<i>make known</i>
<u>postquam</u> , <i>conj.</i>	<i>post, postea</i>	<i>after</i>

## Drill and Review

**457.** Decline *vir ēgregius, exemplum eius, ager parvus*.

**458.** Express in Latin :

1. We ought to give them food. 2. Food ought to be given to them. 3. I shall order them to fight. 4. He will order them to remain in the camp. 5. No men ought to be blamed now.

**459.** Proceed as in previous exercises :

1. *Laudārī est grātum*. 2. *Errāre est hūmānum*. 3. *Grātum erat habēre multōs librōs*. 4. *Bonum erit multōs amīcōs habēre*. 5. *Tum Gallī vicīnōs incitāre parābant*. 6. *Dē perīculō monērī dēbēmus*. 7. *Sociī nōbīs in bellis auxilium dare dēbent*. 8. *Castra movēre parāverint*. 9. *Magister ēgregius jubet nōs verba poētārum*



antīquōrum commūnicāre. 10. Lēgātus castra celeriter inde movērī jusserat. 11. Nostrōs in castrīs manēre jubēbit.

### REVIEW 8

#### 460. Vocabulary Review

The following list contains the words of Lessons 36–40 that are for permanent retention:

238. aegrē	245. enim	252. perītus
239. antēā	246. inde	253. perterreō
240. bis	247. jubeō	254. possideō
241. commūnicō	248. liber ( <i>adj.</i> )	255. postquam
242. comparō	249. maleficium	256. propinquus
243. crēber	250. nē . . . quidem	257. vērō
244. ēgregius	251. occultus	

#### 461. Grammar Review

Be sure that you have learned from the last five lessons:

1. How the perfect indicative passive of verbs of the second conjugation is inflected.
2. How the past perfect and future perfect indicative passive of verbs of the first and second conjugations are inflected.
3. How the perfect, past perfect, and future perfect of **sum** are inflected.
4. How the present indicative in a clause introduced by **dum** is translated.
5. The present infinitive passive of verbs of the first and second conjugations.
6. A second use of the infinitive — as the object of another verb.
7. A third use of the accusative — as the subject of an infinitive.

Conjugate **jubeō** in all tenses formed from the perfect stem, **videō** in tenses formed from the participial stem, and **perterreō** in tenses formed from the present stem.

Make a synopsis of **creō** in the first person plural active, and of **sum** in the third person plural.

Give the active and passive infinitives and the active imperatives of *dō*, *jubeō*, *vāstō*, and *doceō*.

Time yourself on the complete inflection of *habeō*.

What eight uses of the ablative do you know? What three uses of the accusative?

462.

## Sight Translation

## THESEUS AND THE MINOTAUR (2)

Postquam Thēseus cōnsilium commūnicāvit, Aegēus miser diū dubitāvit; nam semper filium amāverat et periculō eius perterrēbātur. Bis filiō respondere temptāvit. Bis cōnsilium fili probāre temptāvit. Tandem multis cum lacrimis aegrē respondit.

5

"Mī fili," inquit, "tē neque hīc mēcum manēre neque in Crētā cum nostrīs puerīs puellisq̄ue properāre jubēbō. Validus enim et perītus antea fuistī; neque periculō ignōtō nunc terrēris. Sī autem in Crētā properāveris, vehementer propter tē timēbō. Sōlus enim in Labyrinthum 10 intrābis. Nulla arma possidēbis. Nullī socii tibi auxilium dabunt. Postquam intrāvistī, in Labyrinthō frūstrā errābis. Minōtaurus interim occultus erit. Mōnstrum necāre nōn erit facile (*easy*). Virī ēgregiū antea Minōtaurum necāre frūstrā temptāverunt. Ūnum (*one thing*) 15 ōrō: sī forte mōnstrum superāveris et in nāvigium tuum tūtus intrāveris, vėlō candidō (*with a white sail*) ōrnā nāvigium; nam sī ex mūrīs Athēnārum vėlum candidum vidēbō, dē vitā tuā nōn jam timēbō."

Post moram parvam nāvigium nigrum (*black*) com- 20 parātum est et sex puerī et septem puellae convocāti sunt. Crēbrī amici et propinqui ex ōrā spectāverunt et doluerunt (*grieved*). "Valē! Valēte!" clāmāverunt. Nē

Aegeus quidem, dum nāvigium ab ōrā ventō portātur, lacrimās retinēre poterat (*was able*).

Tandem Thēseus cum sociiis tredecim (*thirteen*) trāns undās ad īnsulam Crētā trānsportātī erant et ad rēgiam  
5 properāverant. Dum Crētēs (*Cretans*) puerōs et puellās, dōnum miserum Mīnōtaurī, spectant, Ariadnē, filia rēgis (*of the king*), Thēseum statim amāvit et eum servāre cōstituit (*determined*). Itaque eī gladium et filum (*thread*) longum dedit. Gladiō Thēseus Mīnōtaurum postea  
10 necāvit; filō per Labyrinthum ad portam viam vidēre poterat.

Interim pater (*father*) miser filium in Graeciā expectābat. Tandem ex mūrīs procul nāvigium vīdit. Quod autem vėlō candidō ā Thēseō nōn ōrnātum est, Aegeus  
15 propter dolōrem (*grief*) dē mūrīs in undās sē praecipitāvit (*threw himself headlong*). Postea autem nullī puerī neque puellae ad Crētā portābantur. Līberī ab poenā erant Graeci.

## 463.

## Derivation

Give the Latin word (and its meaning) from which each of the following English words is derived: *occult*, *compare*, *somnolent*, *comparative*, *egregious*, *accommodate*, *virile*, *communicate*, *content*, *capitol*, *ingenious*, *approximate*, *purify*, *convocation*, *liberal*.

## LESSON 41

### THE STORY OF ROMULUS AND REMUS

The Romans traced their origin back to Aeneas, who came to Italy from Troy. The descendants of Aeneas ruled in Latium many years. In the course of time one of these rulers, Procas, died and left his kingdom to his son Numitor. Another son, Amulius, drove Numitor out of Latium, killed his son, and attempted to make away with his grandchildren, Romulus and Remus. The boys were cast adrift in a box on the Tiber, but the river subsided and left the children on dry land. A wolf nursed them at first. Later they were found by the shepherd Faustulus, who took them home to his wife.\*

Give careful attention to thought-groups as indicated by the forms of words. Give all possible forms of *amīcī, eī, mihi; locō, eō; amīcum, verbum, eum, fēminam, eam, eōrum; aqua, filiā, eā; amīcīs, eīs; filiae, eae*.

464. Posterī Aenēae (of *Aeneas*), ut<sup>1</sup> vōbīs nārrāvimus, Albam Longam per trecentōs annōs rēgnāvērunt. Nārrāre facta incolārum eius<sup>2</sup> oppidī est longum. Dēnique Proca in eō oppidō rēgnāvit. Is vir duōs filiōs, Numitōrem et Amūlium, habuit.

Ūnus ex eīs filiīs, Amūlius, vir summae audāciae<sup>3</sup> erat. Post mortem (*death*) Procae Numitōrem expulit (*drove out*), et filium eius<sup>4</sup> necāvit, et rēgnum occupāvit. Nōndum autem tūtus erat. Nam Rhea Silvia, filia Numitōris, in

\* A more complete account of the legend may be found in one of the following books:

HAAREN and POLAND. Famous Men of Rome, p. 124.

TAPPAN. The Story of the Roman People, pp. 1-10.

HARDING. The City of the Seven Hills, pp. 13-18.

GUERBER. The Story of the Romans, pp. 11-33



FAUSTULUS FINDS ROMULUS AND REMUS

oppidō manēbat. Eam fēminam<sup>5</sup> et praesertim filiōs eius, Rōmulum et Remum, Amūlius magnopere timēbat. Itaque filiōs eius in Tiberim mitti<sup>6</sup> jussit. Tum forte fluvius agrōs inundābat (*was flowing over*).

5 Frūstrā tamen Amūlius puerōs maleficiō necāre temp-  
tāvit, nam cōsiliō deōrum aqua eōs in siccō (*dry*) locō  
reliquit (*left*). Ibi lupa (*wolf*) parvōs puerōs cūrāvit,<sup>7</sup>  
dōnec Faustulus pāstor (*a shepherd*) eōs vīdit et ad  
marītam portāvit. Ea fēmina bona puerōs ignōtōs cum  
10 cūrā ēducāvit.

Post multōs annōs Rōmulus et Remus Amūlium necā-  
vērunt et avō rēgnum restituērunt (*restored*). Postea  
novum oppidum aedificāvērunt prope Tiberim in eīs locīs  
ubi ēducātī erant.<sup>8</sup> Dum oppidum aedificātur, Remus

mūrōs rīsīt, quod altī nōn erant. Statim Rōmulus īrātus Remum necāvit. Id oppidum Rōma ā Rōmulō appellāta est. Ā posterīs Rōmulī simulācrum lupae et puerōrum in Capitoliō locātum est.

## 465.

## Notes

1. When you come to a word indicating the beginning of a subordinate clause which *interrupts* the main clause, try to subordinate the clause *mentally*, remembering that, when the subordinate clause is finished, the main clause will be resumed. Thus, in this sentence form a mental picture somewhat like this:

Posterī Aenēae

ut . . . nārrāvimus

Albam Longam . . . rēgnāvērunt.

2. **Is** has been used thus far only as a *personal pronoun* of the third person, meaning *he, she, it, him, they*, etc. It may also be used, as here, as a *demonstrative adjective*, meaning *that* or *this*. Study sections 466 and 467 now.

3. **Vir summae audaciae**, a *man of very great audacity*. Study section 468 now.

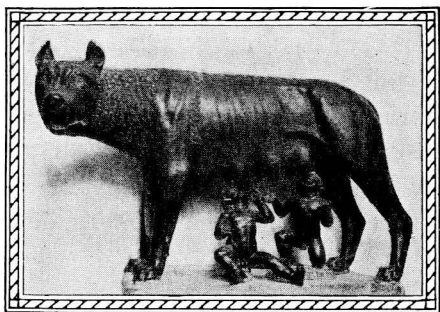
4. How is **eius** used?

5. What is the case of **eam fēminam**? Do not allow the *position* of this group to prevent you from recognizing the idea expressed by it.

6. **Mitti**, *to be thrown*; a present passive infinitive of the third conjugation. How does it differ from the infinitives of the first and second conjugations?

7. In memory of this legend the city of Rome keeps a live wolf to this day on the Capitoline Hill.

8. The legendary date of the founding of Rome by Romulus was April 21, 753 B.C. This date is still celebrated annually.



STATUE OF A WOLF WITH ROMULUS AND REMUS, NOW ON THE CAPITOLINE HILL IN ROME

## Grammar

**466. Demonstratives in English and Latin.** The English words *this* and *that* (plural, *these* and *those*) are called *demonstratives* (from *dēmōnstrāre*, *to point out*), because they point out what person or thing is meant. They may be used as adjectives: as, "*This* boy bought *those* books." Or they may be used without nouns as pronouns: as, "He would not do *that*"; "These men are taller than *those*." Latin demonstratives are used in the same two ways.

**467. The Demonstrative *Is*.** The declension of the demonstrative pronoun or adjective *is*, as given in the Appendix, page 21, should be learned.

When you meet any form of *is*, decide whether it is used as a demonstrative word (*this* or *that*; plur. *these* or *those*) or as a personal pronoun (*he*, *she*, or *it*). If you decide that it is demonstrative in character, you must further decide whether it is used as a pronoun or as an adjective.

**468. Second Use of the Genitive. Description.** In the phrase *vir summae audāciae* the genitive describes *vir*. This usage is exactly like the English in the phrase "a man of great ability." Learn the following statement:

The genitive with a modifying adjective is used to describe a person or thing.

## 469.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<i>posterī, -ōrum, m. plur.</i>	posterity	descendants
<i>is, ea, id, dem. pron. or adj.</i>		that, this
<i>rēgnum, -ī, n.</i>	<i>rēgnō</i>	kingdom
<i>dōnec, conj.</i>		until
<i>avus, -ī, m.</i>		grandfather
<i>īrātus, -a, -um</i>	<i>irate, īra</i>	angry
<i>simulācrum, -ī, n.</i>		image, statue

## 470. Application of Latin to English

1. Explain the meaning of the italicized words:

- a. He was inspired by *filial* affection.
- b. The king was proud of his various titles and *appellations*.
- c. Some foods are preserved by *desiccation*.

2. *Preposterous* is composed of *prae*, *before*, and *posterus*, *behind*. So it means a reversal of the natural order and is used to describe something utterly foolish. Perhaps you can think of a corresponding English expression that is sometimes used to describe an absurd action, and that refers literally to a similar reversal of the natural order.



A PREPOSTEROUS SITUATION

3. The Romans placed great emphasis upon the family. Special names existed for all degrees of relationship. Thus, *avus* meant a grandfather; *proavus*, a great-grandfather; *atavus*, a great-great-great-grandfather, or, in other words, a remote ancestor. You may meet the word *atavism*, meaning the recurrence in children of traits inherited from remote ancestors. From *avunculus*, "little grandfather," comes *uncle*.

4. How is the presence of *g* in *reign* explained by its derivation? Why is *incurable* spelled with an *a*?

5. How is the presence of *g* in *reign* explained by its derivation? Why is *incurable* spelled with an *a*?

## Drill and Review

471. Decline *vir*, *ea fēmina*, *id bellum*.

472. Tell how each italicized word in the following sentences is used, and translate:

1. *Is vir est Rōmānus*.
2. *Mārcus est filius eius viri*.
3. *Filius eius Mārcus appellātus est*.
4. *Nam in eō oppidō habitat*.
5. *Is*



amicōs multōs habet. 6. Cum *eīs* amicīs in lūdum intrat. 7. *Eīs* dōna sunt grāta. 8. *Id* oppidum est nostrum.

**473.** Give the principal parts of *jubeō*; make a synopsis in the third person plural.

**474.** Express in Latin the italicized words:

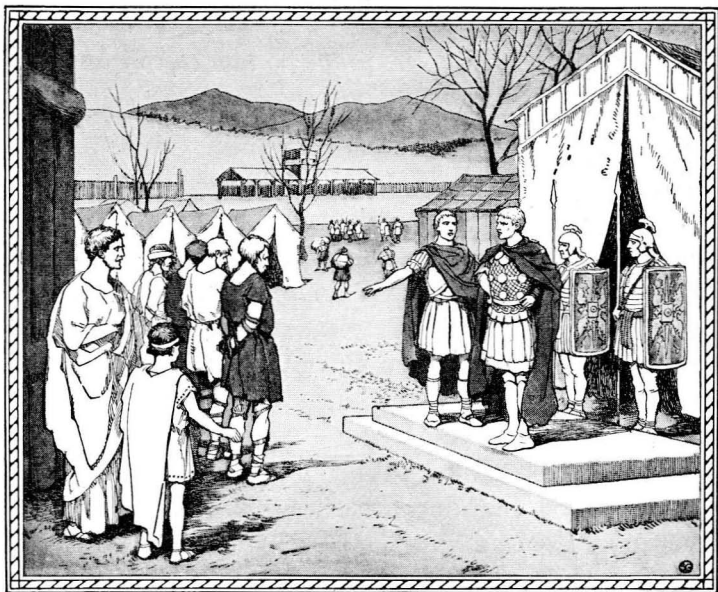
1. *That boy* is Marcus.
2. *That* (thing) is mine.
3. *That man's* son is Lucius.
4. *To that boy* we give books, and *to that girl* roses.
5. I praise *that woman, those servants, those gifts.*

**475.** Answer in Latin:

1. Quis rēgnū Procāe occupāverat?
2. Quem Amūlius expulerat?
3. Quid Amūlius jussit?
4. Cūr puerī aquā nōn necātī sunt?

**476.** Proceed as in previous exercises:

1. Id est.
2. Id est meum.
3. Id proelium erat longum.
4. In eō proeliō multī virī vulnerātī sunt.
5. Ex eō proeliō paucī virī servātī sunt.
6. Memoria eius proeli diū in animīs sociōrum mānsit.
7. Ea proelia rēgnū servāvērunt.
8. Eīs proeliīs Rōma servāta est.
9. Fīlius eius virī propter ingenium amābātur.
10. Ab eīs fēminīs cōnsilia vestra probāta erunt.
11. Sententiae eōrum probābuntur.
12. Dēlēte eās casās, sed servāte eōs agricolās.
13. Eī puerī ab eā ēducātī sunt.
14. Quis erat māter eōrum puerōrum?



INSIDE THE ROMAN CAMP

## LESSON 42

### PUBLIUS AND HIS FATHER VISIT A ROMAN CAMP

The Roman camp was usually in the form of a square. It was surrounded by a wide and deep trench (*fossa*). The excavated soil was thrown inward toward the camp and made an embankment six or eight feet high. On the top of this embankment was set up a close row of stakes with room behind it for the soldiers to stand. Behind this rampart (*vallum*) the soldiers were well protected from missiles hurled at them in an attack.

Four well-fortified gates opened out of the camp, and there were wide streets, with tents or huts for the men and a larger tent (*praetorium*) for the commanding officer. A space about a hundred feet wide was left between the rampart and the quarters of the soldiers, to permit rapid movement in time of attack.

477. FLACCUS *et* PŪBLIUS *prope portam castrōrum*  
*Rōmānōrum stant*

FLACCUS. Mox in castra intrābimus. Gaudeō (*I am glad*) in castra intrāre. Nōbīs Rōmānīs<sup>1</sup> in castrīs esse semper grātum fuit. Quondam ego stīpendium meruī.<sup>2</sup>

PŪBLIUS. Quam magna sunt<sup>3</sup> castra!

5 FLAC. Ita vērō. Magnus enim numerus virōrum et jūmentōrum (*pack-animals*) in castrīs interdum est. Nocte (*At night*) et virī et jūmenta intrā mūrōs castrōrum manent; sīc perīcula vītantur et impedīmenta<sup>4</sup> sunt tūta.

10 PŪB. Cūr castra hīc locāta sunt?

FLAC. Quod hic<sup>5</sup> locus castrīs maximē idōneus est. Collis (*The hill*) est altus et lātus. Praetereā cōpia frūmentī et aquae prope hunc locum est. Cotīdiē frūmentum in castra carrīs portātur. Hoc frūmentum jūmentīs datur.

15 PŪB. Nōne fossam (*trench*) et vāllum (*rampart*) videō?

FLAC. Certē. Haec fossa circum castra est. Praesidium contrā hostēs (*the enemy*) hāc fossā et hōc vāllō praebētur. Nunc per portam intrābimus. Sed prīmum huic virō<sup>6</sup> signum (*watchword*) dabimus. Is<sup>7</sup> cūstōs (*a guard*) est.

*Intrant in castra*

20 Ā sinistrā huius viae lātae casās virōrum vidēs. Ā dextrā mediīs in castrīs praetōrium vidēs. Ante praetōrium lēgātus cum virīs est. Lēgātus lōricam (*coat of mail*)<sup>8</sup> et palūdāmentum (*cloak*) sed nūllam galeam habet. Duo virī ante jānuam praetōrī stant; scūta et pīla habent.

25 Ad lēgātum stat tertius vir. Ille vir neque scūtum neque pīlum habet: sine dubiō ille<sup>9</sup> est interpres (*an interpreter*).

Ante lēgātum quattuor virōs vidēs. Quam miserī sunt!  
 Hī<sup>10</sup> sunt captīvī. Eōs lēgātus interrogat (*is questioning*).

PŪB. Quid illī virī portant?

FLAC. Illī portant sarcinās (*packs*).<sup>11</sup> Miles (*soldier*) Rōmānus nōn solum pīlum et gladium et scūtum portat 5  
 sed etiam sarcinam. Illī sunt impeditī, quod sarcinās habent. Sed hī appellantur expeditī quod nullās sarcinās habent. Spectā illum virum. Spectā magnam sarcinam illius virī. Quam facile ille magnam sarcinam et tēla portat! Validī virī sunt mīlitēs Rōmānī; nec Gallī nec 10  
 Germānī eōs terrent.

PŪB. Gaudeō castra et virōs vidēre. Ego quoque stī-  
 pendium merēbō et prō Rōmā pugnābō.

FLAC. Nunc tempus est (*it is time*) ex castrīs properāre.

*Ex castrīs ambulant*

## 478.

## Notes

1. Nōbīs Rōmānīs is to be taken with grātum, *pleasing to us Romans*. Study section 479 now.

2. Stīpendium meruī, *I served as a soldier* (lit. *earned pay*).

3. Should sunt be translated *is* or *are* here? Why?

4. The Roman army had a great deal of heavy baggage and equipment (*impedi-  
 menta*). This was trans-

ported either on the backs of pack-animals (*jūmenta*) or in carts.

5. Hic, *this*; a demonstrative. Study section 480 now.

6. Hic refers to persons or things near the speaker. As Flaccus said huic virō, he probably *pointed out* the person referred to.



JŪMENTA



SOLDIER WITH A  
SARCINA

7. Is this a personal or a demonstrative pronoun?

8. The *lōrica* was a close-fitting coat of leather, reënforced with strips of metal.

9. *Ille* is here used substantively. It means literally *that man*, but may be translated *he*.

10. *Hī*, used substantively, means *these men* or simply *they*.

11. The Roman soldier carried a bundle (*sarcina*), corresponding to the knapsack of the modern soldier, containing food, clothing, and tools for trench-digging. When encumbered by the *sarcina*, a soldier was in heavy marching order (*impeditus*); when free from it, he was in light marching order (*expeditus*). Sometimes the *sarcina* was carried on a forked stick over the shoulder.

## Grammar

**479. Second Use of the Dative. With Certain Adjectives.** We use a phrase introduced by *to* or *for* with certain English adjectives: as, *near to us*; *fit for work*; *like unto him* or *like him*. The Latin dative is used in the same way. Learn the following:

The dative is used with certain adjectives (such as those which mean *near, fit, friendly, pleasing, like*): as, *nōbīs grātum*, pleasing to us.

**480. The Declension of *Hic* and *Ille*.** The declensions of *hic* and *ille* are given in the Appendix, page 21. Before memorizing them go over them thoughtfully and note the endings which are similar to those of *is*, which you have already learned. (Never study the same thing twice, if you can avoid it. Realize that you have already learned it.) Then note carefully any differences. The nominatives, singular and plural of all genders, should be studied with particular care,

since they occur most frequently and comprise most of the variations. The declension of *hic* looks more peculiar than it really is because of the addition of the letter *c* in a number of cases. This *c* causes other changes. *Humc* is changed to *hunc* for ease of pronunciation. Note that *ille* has the same endings as *is* except in the nominative singular masculine. After making these observations, learn thoroughly the declensions of *hic* and *ille*.

481. How the Demonstratives *Hic*, *Ille*, and *Is* are Used. The demonstra-

tive *hic*, *this*, refers to what is near the speaker in place, time, or thought: as, *Hic vir labōrat*, *this man* (here, close by) *is working*. *Ille*, *that*, refers to what is not near the speaker in place, time, or thought: as, *Ille vir nōn labōrat*, *that man* (there, yonder) *is not working*. *Is*, *that* or *this*, is less forcible than *hic* or *ille*,

and usually refers without emphasis to a person or thing mentioned in the preceding sentence. All three are used both as pronouns and as adjectives. When used without a noun, *is* is usually translated as a personal pronoun. *Hic* and *ille*, used without nouns, are also frequently equivalent to personal pronouns.

Do not confuse the demonstrative *hic*, *this*, with the adverb *hīc*, *here*. Note the difference in the length of the vowel.



MAN WEARING A PALUDAMENTUM

## 482.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>mereō</u> , -ēre, -uī, -itus <u>sic</u> , <i>adv.</i>	merit	<i>deserve, earn thus, so</i>
<u>vītō</u> , -āre, -āvī, -ātus <u>impedimentum</u> , -ī, <i>n.</i>	impediment	<i>avoid, shun hindrance; plur., baggage</i>
<u>hic</u> , haec, hoc, <i>dem.</i> <i>pron. or adj.</i>	<i>hīc</i>	<i>this</i>
<u>idōneus</u> , -a, -um <u>frūmentum</u> , -ī, <i>n.</i>		<i>fit, suitable grain</i>
<u>praesidium</u> , praesi'dī, <i>n.</i> <u>praetōrium</u> , praetō'rī, <i>n.</i>		<i>defense, protection officer's tent</i>
<u>ille</u> , illa, illud, <i>dem.</i> <i>pron. or adj.</i>		<i>that</i>
<u>interrogō</u> , -āre, -āvī, -ātus <u>facile</u> , <i>adv.</i>	interrogative, <i>rogō</i>	<i>ask, question easily</i>
<u>nec . . . nec</u> (neque . . . neque)		<i>neither . . . nor</i>

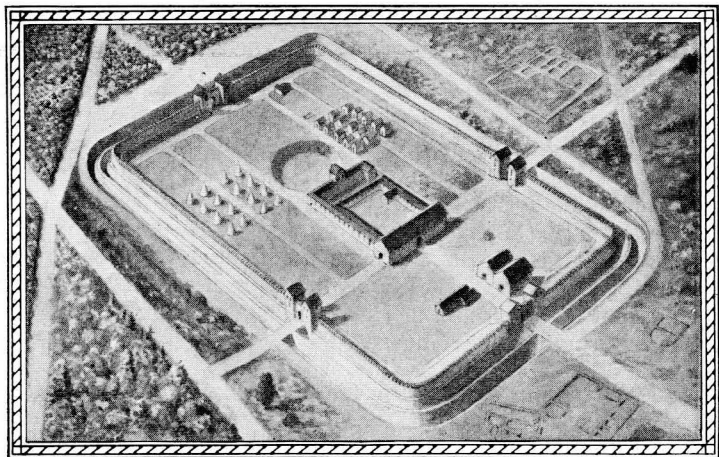
## 483.

## Application of Latin to English

1. Explain on the basis of their derivation the meaning of the italicized words in the following sentences:

- In the face of such difficulties failure seemed *inevitable*.
- When the minister resigned, he was made pastor *emeritus*.
- Through much practice he developed great *facility*.

2. Numerous towns and cities in the United States bear names derived from **castra**, *camp*. When the Romans conquered Britain, they established permanent military camps, **castra**, in various parts of the island as a means of keeping the inhabitants in subjection. Towns grew up around them and took their names from them. The spelling of **castra** changed to *chester*, and thus Chester, England, marks the



A RESTORED ROMAN CAMP

The ruins of a permanent camp (*castra*), like those built in Britain, have been found in Saalburg, Germany, and the entire camp has been rebuilt in its original form

site of an old Roman camp. In *Rochester*, *Dorchester*, and *Westchester* a syllable has been prefixed to *castra*. These names are reminders of the Roman occupation of Britain. From England they were brought into America.

3. *Wall* is derived from *vāllum*, *rampart*, and is another inheritance from the Roman occupation of Britain. The *vāllum* was such a conspicuous feature of the Roman camps that it also gave names to places, such as *Walton* (Wall-town).

4. Why are *interrogative* and *carriage* spelled with two *r*'s?

### Drill and Review

484. Decline *hic puer, haec victōria, hoc proelium, ille poēta*.

485. Conjugate *maneō* in the tenses based on the perfect stem. Make a synopsis of *vītō* in the third person plural.



**486.** Explain the difference between **hic**, **ille**, and **is**. Then read and translate the following sentences :

1. Hic vir est Pūblius; ille est Lūcius. 2. Multī sunt amīcī huius puerī et illīus puellae. 3. Huic equō frūmentum, illī aqua dabitur. 4. Hunc puerum magister laudāvit, sed illum culpāvit. 5. Cum hōc servō agricola saepe labōrāverat; cum illō servō numquam labōrāverat. 6. Hī puerī fuerant meī amīcī. 7. Illa vālla erant alta. 8. Villae hōrum virōrum et hārum mātrōnārum statuīs ōrnantur. 9. Ab hīs magistrīs multae fābulae nārrātae erunt. 10. Hoc vāllum est altum, et haec fossa est alta. 11. Rōmulus Remum necāvit quod ille mūrōs Rōmae rīserat. 12. Populus Rōmānus arma tēlaque habēbat.

**487.** Write in Latin, using **hic** for *this* and **ille** for *that* :

1. This man is a sailor. 2. That man is a farmer. 3. These sailors are friends of that man. 4. Those farmers carry grain with these carts. 5. This man's horse is new. 6. I like yonder villa because it is near this town. 7. In those fields men are working. 8. Slaves carry water to those men. 9. To these men also water is given.



CORIOLANUS LISTENS TO THE APPEAL OF HIS MOTHER

## LESSON 43

### THE STORY OF CORIOLANUS

Coriolanus was a proud patrician, who had little sympathy for the common people of Rome. He sought the high office of consul, but was defeated by the people. The next year he showed his resentment by proposing in a famine that no food should be distributed among the people unless they would agree to give up the office of tribune, which they had obtained only after a long struggle with the patricians. For this proposal he was banished. He fled to the Volscians, and soon became the leader of the very forces that he had previously defeated. Locate the Volscians on the map (page 255). Success attended his leadership, and the Volscians advanced far into the Roman territory. Then the people of Rome, in terror, sent first an embassy of senators and then an embassy of priests to beg Coriolanus to spare Rome. When he would not listen to these pleaders, they sent him a group of matrons, with his mother, his

wife, and his children. To their appeals Coriolanus yielded. He led the Volscians away from Rome and spent the rest of his life among them in exile.\*

## 488.

## CORIOLĀNUS

## PERSŌNAE

GAIUS MĀRCIUS CORIOLĀNUS

QUĪNTUS FABIUS, socius Coriolānī

VETURIA, māter (*mother*) Coriolānī

VOLUMNIA, marīta Coriolānī

LĪBERĪ CORIOLĀNĪ

NŪNTIUS

LOCUS: In castrīs Volscōrum. Ante praetōrium sedent CORIOLĀNUS et FABIUS. Procul appārent mūrī et aedificia Rōmae

FABIUS. Bene et fēliciter (*successfully*), Gaī, prō Volscīs pugnāvistī. Agrī Rōmānōrum vāstātī sunt, et multa aedificia in agrīs dēlēta sunt. Ūsque ad<sup>1</sup> quīntum mīliārium<sup>2</sup> appropinquāvimus. Illī sunt mūrī Rōmae. (*Dextrā*  
5 *Rōmam dēmōnstrat.*)

CORIOLĀNUS. Ōlim magnō cum gaudiō illōs mūrōs vidēbam. Nunc autem nūllō gaudiō<sup>3</sup> eōs vidēō.

FAB. Parvam grātiā tibi populus Rōmānus habuit.<sup>4</sup>

COR. Rēctē dīcis.<sup>5</sup> Patriā magnopere amābam. Prō  
10 Rōmā et patriā pugnābam. Etiam Coriolōs, oppidum Volscōrum, superāvī. Propter hoc factum meum<sup>6</sup> ā populō Coriolānus appellātus sum. Nunc in exsiliō (*exile*) manēō quod plēbī invīsus<sup>7</sup> eram. Nōn jam patriā amō. Nunc Rōmānī sunt inimicī meī et semper erunt. Nunc cum  
15 Volscīs contrā patriā pugnō.

\* An account of this legend will be found in any one of the following books:

HAAREN and POLAND. Famous Men of Rome, pp. 64-71.

GUERBER. The Story of the Romans, pp. 87-91.

TAPPAN. The Story of the Roman People, pp. 44-46.

HARDING. The City of the Seven Hills, pp. 52-58.

FAB. Quandō (*When*) Rōmam oppugnābimus?

COR. Crās Rōma oppugnābitur. Amplius nōn exspectābimus. Facile (*easy*) erit illud oppidum expugnāre. Ō Rōma! poenās propter exsilium meum dabis!<sup>8</sup> Ō ignāvī Rōmānī! Coriolānus invictus adest!

5

### *Intrat Nūntius*

NŪNTIUS. Extrā portam castrōrum fēminae stant et "Gaī Mārcī! Gaī Mārcī!" clāmant.

COR. Quae sunt hae fēminae? Quid dēsīderant?

NŪN. Rōmānae mātērōnae sunt. Tē vocant.

COR. Jubē eās in castra intrāre et mihi appropinquāre. 10

### *Exit Nūntius*

Sine dubiō hae fēminae auxilium ā mē implōrābunt (*will beg*). Verbīs illōrum virōrum nōn permōtus sum. Neque verbīs hārum fēminārum permovēbor. Magna enim est mea ira.

### *Intrant VETURIA et VOLUMNIA cum liberīs parvīs*

COR. Quid? Vōs! Cūr hīc adestis?

15

VETURIA. Ō mī fili!

VOLUMNIA. Ō cāre marīte! Quantō cum gaudiō tē vidēmus! Sine tē miserae fuimus, māter tua et marīta.

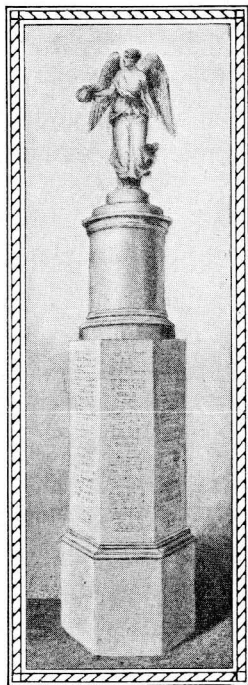
COR. Nōnne ego quoque miser fui? Sed meī inimīcī mē in fugam dedērunt<sup>9</sup>; itaque in terrīs aliēnīs habitō. 20

VET. Etiam sī in terrā aliēnā habitās, dēbēsne contrā Rōmānōs pugnāre? Nōnne memoria patriae tē movet? Cōpiās comparāvistis et agrōs Rōmānōs vāstāvistis, tū et Volscī. Multa aedificia nostra dēlēvistis. Nunc Rōmam occupāre parātis. (*Plōrat.*) In perīculō est Rōma propter 25

tē et Volscōs. Ego et marīta et  
hī liberī (gladii Volscōrum eōs ex-  
spectant) in periculō sumus. Nōs  
servā. Sed praesertim Rōmam  
5 servā. Revocā hās cōpiās tuās.<sup>6</sup>  
Rōmānus tū es! Semper Rōmānus  
tū eris! Liberā patriam periculō.<sup>10</sup>  
Ego, tua māter, hoc rogō.

COR. Ō māter, Rōmam servā-  
10 vistī, sed tuum filium perdidistī  
(*have destroyed*). Verbīs tuīs et la-  
crimīs moveor. Ō patria mea, superā-  
vistī iram meam! Numquam meō  
gladiō dēlēberis. Rōmānus sum.  
15 Cōpiās Volscōrum revocābō. (*To*  
FABIUS) Virōs convocā et eīs nova  
imperia prōnūntiā. Crās ex agrīs  
Rōmānīs properābimus.

*Exit in praetōrium* CORIOLĀNUS *cum*  
VETURIĀ et VOLUMNIĀ et liberīs

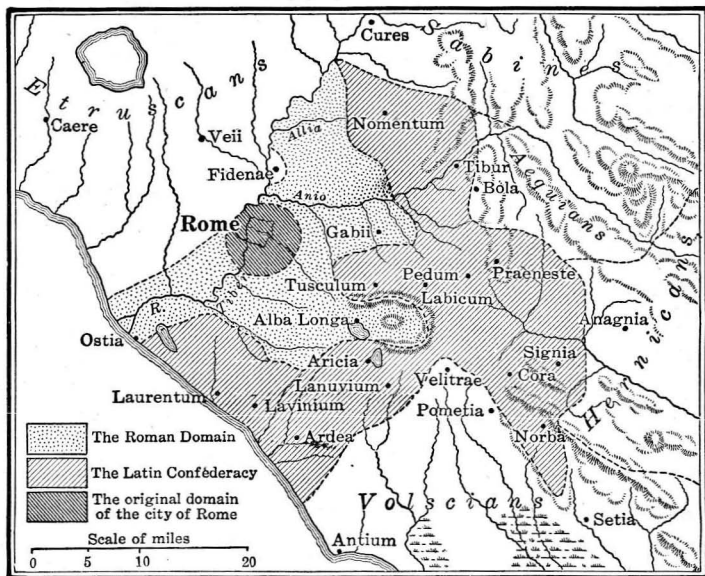


THE GOLDEN MILESTONE  
OF AUGUSTUS

#### 489.

#### Notes

1. Ūsque ad, *as far as*.
2. Miliārium, *milestone*. The main roads from Rome were marked by milestones. Distances in later times were measured from a gilded stone in the Forum, set there by the emperor Augustus and regarded as the center of the Roman Empire.
3. Nūllō gaudiō, *with no joy*. See section 296.
4. Grātiām habēre means *to feel gratitude*; grātiās agere means *to express gratitude*.
5. Rēctē dicis, *you are right* (lit. *you speak rightly*).
6. Hoc factum meum, *this deed of mine*.
7. Plēbī invīsus, *hated by the common people*.



MAP OF THE VICINITY OF ROME

The shaded area is Latium. Locate Rome, the Tiber, the Etruscans, the Volscians, Alba Longa, Veii, Lavinium, and Ostia

8. *Poenās dabis, you shall suffer punishment* (lit. *give penalties*). To the Romans punishment was a debt to be paid.

9. *Mē in fugam dedērunt, have put me to flight.*

10. Study section 490 now.

### Grammar

**490. Ninth Use of the Ablative. Separation.** You have frequently seen the ablative with the prepositions *ab*, *dē*, *ex* used to show the place from which motion proceeds. Sometimes there is no actual, but a figurative, separation: as, *He freed the country from danger*. In such expressions the ablative is used without a preposition: as, *Liberā patriam periculō, free the country from danger*. If the ablative is a person a preposition is used. This usage is called the *ablative of separation*.

Learn the following statement :

The ablative is used with or without the preposition *ab*, *dē*, or *ex* to express separation. But the preposition is regularly used with nouns denoting persons.

## 491.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>inimicus</u> , -ī, <i>m.</i>	<i>in</i> (not) + <i>amicus</i>	<i>enemy</i>
<u>amplius</u> , <i>adv.</i>		<i>more, further</i>
<u>poena</u> , -ae, <i>f.</i>		<i>punishment</i>
<u>ignāvus</u> , -a, -um		<i>cowardly</i>
<u>invictus</u> , -a, -um		<i>unconquered</i>
<u>permoveō</u> , -ēre, -mōvī, -mōtus		<i>move, excite</i>
<u>liberī</u> , -ōrum, <i>m. plur.</i>		<i>children</i>
<u>cārus</u> , -a, -um		<i>dear</i>
<u>quantus</u> , -a, -um	quantity	<i>how great?</i>
<u>aliēnus</u> , -a, -um	alien	<i>foreign</i>
<u>prōnūntiō</u> , -āre, -āvī, -ātus		<i>announce, proclaim</i>

## 492.

## Application of Latin to English

1. Explain the meaning of the italicized words :

- Inspired by the occasion he made a very *felicitous* speech.
- The Law Association proposes a revision of the *penal* code.
- All men are endowed with certain *unalienable* rights.

2. From *plōrāre*, to weep, comes *implore*, meaning originally to get something by weeping, and then to beseech. A *deplorable* act is literally one which grieves us to tears; then one that is lamentable and highly regrettable. Thus *deplore* corresponds exactly to the Anglo-Saxon *bewail*.

3. *Subpoena* is derived from *sub*, *under*, and *poenā* (abl.), *penalty*, and is the name of a document issued by a court commanding a person to report "under penalty."

4. Indicate how a knowledge of derivation will assist you to spell *occupant*, *apparent*, and *deplorable* correctly.

## Drill and Review

**493.** Decline *exsilium longum*, *is*, *ille*, *ego*, and *tū*.

**494.** Read, explain the gender and number of the predicate adjective, and translate:

1. *Hic est meus*. 2. *Haec est mea*. 3. *Hoc est meum*. 4. *Hi sunt mei*. 5. *Hae sunt meae*. 6. *Haec sunt mea*.

**495.** Supply the correct forms of *hic* and *ille*:

1. (*These*) *culpō*, (*those*) *laudō*. 2. (*This*) *videō*, (*that*) *nōn videō*. 3. (*This*) *dōnum est grātum*; (*that*) *nōn grātum est*. 4. (*Those*) *sunt mātṛōnae Rōmānae*. 5. (*This*) *est meum*, (*that*) *est vestrum*.

**496.** Answer in Latin:

1. *Prō quibus Coriolānus pugnābat?*
2. *Prō quibus quondam pugnāverat?*
3. *Quōrum agrī ab eō vāstātī erant?*
4. *Cūr Coriolānus illōs mūrōs parvō gaudiō spectābat?*
5. *Cūr Coriolānus in exsilīo erat?*

**497.** Write in Latin:

1. Coriolanus, a famous Roman, was sitting in the camp. 2. He was then giving help to the Volscians. 3. For his enemies had overcome him and he had hastened into exile. 4. He was living with little pleasure in a foreign land, and his anger was great. 5. Veturia with the children of Coriolanus entered the camp. 6. By the tears of that woman he was moved. 7. Soon he hurried out of the fields.

**498.** Proceed as in previous exercises:

1. *Volscī ūsque ad mūrōs castrōrum illōrum ambulāvērunt*. 2. *Volscī nōbīs poenās dabunt, sī nostrīs armīs superābuntur*. 3. *Hoc rēgnum est nostrum; illud est rēgnum eōrum*. 4. *Quantum dōnum ille meruit?* 5. *Hōc in locō manēte. Perīculum vitāte*. 6. *Liberī illōrum virōrum nōbīs cārī sunt*. 7. *Avus eius, vir magnae audāciae, in Italiā diū rēgnāvit*.



## LESSON 44

### THE COMBAT OF THE HORATII AND CURIATII

A famous exploit of the days when there were kings in Rome was the fight in which the three brothers Horatii won a war for the Romans. The Romans had made war on Alba Longa. Because both the Romans and the Albans feared that if they weakened themselves in this war they should become easy victims of their common enemy, the Etruscans, it was agreed to decide the war by a combat in which the Romans should be represented by three brothers, the Horatii, and the Albans by the three Curiatii, who were also brothers. How the combat was fought is told in the following exercise.\*

Give all possible forms of *periculum*, *Horātium*, *ūnum*; *ille*, *virī*, *laetī*, *perīculī*; *ego*, *subitō*, *illō*, *locō*, *hōc*, *voveō*; *Horātiōs*, *vōs*.

499. Quondam bellum erat inter Rōmānōs et Albānōs.<sup>1</sup> Forte apud Rōmānōs erant trēs frātrēs<sup>2</sup> maximae audāciae, quī (*who*) Horātiū appellātī sunt; et trēs apud Albānōs, Cūriātiū. Propter periculum patriae ūnus ex Horātiis  
5 exclāmāvit: "Ego ipse<sup>3</sup> et mei frātrēs contrā illōs trēs Cūriātiōs libenter pugnābimus. Sīc vōs ipsī<sup>3</sup> tūtī eritis." Hoc cōnsilium duōbus<sup>4</sup> populīs grātum erat: Cūriātiū prō Albā pugnābunt, Horātiū prō patriā; reliquī erunt tūtī ā proeliō; et ibi imperium erit ubi victōria fuerit.

10 Itaque virī sē<sup>5</sup> armāvērunt et in medium spatium inter duōs populōs properāvērunt. Spectābant hinc Rōmānī,

\* An account of this legend may be read in any one of the following books:

HAAREN and POLAND. Famous Men of Rome, pp. 33-38.

GUERBER. The Story of the Romans, pp. 38-42.

TAPPAN. The Story of the Roman People, pp. 12-14.



HORATIUS SEPARATES HIS THREE OPPONENTS

inde Albānī. "Mē prō patriā voveō," clāmāvit Horātius. "Nōs prō Albā vovēmus," respondērunt Cūriātīi. Tum signum datum est et infestis (*hostile*) armis sex virī in campō lātō pugnāvērunt.

Statim duo ex Horātiis ab Albānīs necātī sunt. Trēs 5 Cūriātīi ā Rōmānīs vulnerātī erant. Ūnus Horātius integer erat. Cum gaudiō cōpiae Albānae clāmāvērunt; nam certam victōriam expectābant. Rōmānī dē victōriā dēspērābant. Ūnum Horātium trēs Cūriātīi circumsteterant (*had surrounded*).

Quod tribus impār (*no match for three*) erat, tertius Horātius in fugam sē dedit.<sup>6</sup> Hōc modō Cūriātiōs sēparāvit (*separated*). Jam aliquantum spatī<sup>7</sup> ex eō locō pro-

perāverat, cum respiciēns (*looking back*) vīdit ūnum ex Cūriātiis nōn procul ā sē abesse.<sup>8</sup> Subitō revertit (*turned back*) et eum superāvit. Deinde eōdem modō (*in the same way*) secundum necāvit. Tertius mānsit. Sed illud proelium nōn fuit. Ille dēfessus et vulnerātus<sup>9</sup> facile ab Horātiō necātus est.

Tum laetī Rōmānī exclāmāvērunt: "Nostra est victōria. Posthāc (*hereafter*) Alba ā nōbīs rēgnābitur."

## 500.

## Notes

1. Albānōs, the people of Alba. Locate Alba Longa and the Etruscans on the map (page 255).

2. What does the story require frātrēs to mean?

3. Ego ipse, *I myself*. Ipse is an emphatic or intensive pronoun, meaning *-self* (plural, *-selves*), and getting a particular meaning, *myself*, *yourselves*, etc., from the word with which it is associated in a sentence. Study sections 501 and 502 now.

4. Duōbus: dative plural (like quibus).

5. Sē armāvērunt, *armed themselves*. Sē is a reflexive pronoun, meaning *himself*, *herself*, *itself*, or *themselves*. Study section 503 now.

6. In fugam sē dedit, *took to flight* (lit. *gave himself to flight*).

7. Aliquantum spatī, *some distance* (lit. *somewhat of distance*). This use of a genitive modifying an indefinite word is frequent in Latin.

8. Ūnum . . . abesse, *that one was* (lit. *one to be*). In expressions of this type after verbs meaning *to perceive*, *to think*, or *to say*, the infinitive is used in Latin. English sometimes uses the infinitive: as, "I think him to be honest"; but, more frequently, a clause introduced by *that* with the indicative: as, "I think that he is honest." The clauses following "I think" are called indirect statements.

9. Vulnerātus, *wounded* (lit. *having been wounded*, a perfect passive participle); it modifies ille, as does dēfessus.

## Grammar

**501. The Intensive and Reflexive Pronouns.** In English the ending *-self* (plural, *-selves*) is joined to personal pronouns and possessive adjectives to form the words *myself*, *yourself*, *himself*, etc.

The pronouns thus formed are used in English in two different ways: (1) as *intensive* pronouns, emphasizing some noun or pronoun in the sentence, and in apposition with the word which they emphasize: as, "I *myself* saw him"; "You saw the man *himself*"; and (2) as *reflexive* pronouns, having their own construction in the sentence as objects of verbs or of prepositions, and referring always to the subject: as, "He injured *himself*"; "They considered *themselves* fortunate"; "She bought this for *herself*."

If you look back at the illustrations in the preceding paragraph, you will notice that an intensive pronoun may be omitted without impairing the sense of the sentence, whereas a reflexive pronoun cannot be omitted without destroying the thought of the sentence. It is important that you see clearly this distinction between the intensive and reflexive uses of the *self*-pronouns; for in Latin (in contrast to English, where the same pronoun is used to express both the intensive and the reflexive idea) the two uses are expressed by different words.

**502. The Latin Intensive Pronoun.** In Latin the *self*-pronouns, when used in an intensive sense, are expressed by the intensive *ipse*, in apposition with the noun or pronoun emphasized: as, *Ego ipse in bellō fui*, *I myself was in the war*; *Virum ipsum vīdimus*, *we saw the man himself*. A pronoun with which *ipse* is in agreement may be omitted: as, *Ipse vulnerātus est*, *he himself was wounded*. *Ipse* (*-self*) is declined exactly like *ille*, *that*, except that it has the neuter singular ending *-um* for the nominative and accusative cases. Decline *ille*, and then decline *ipse* with just that difference. See the Appendix, page 22.

**503. The Latin Reflexive Pronouns.** In Latin the personal pronouns of the first and second persons are used as reflexive pronouns, corresponding to *myself*, *yourself*, *ourselves*, and *yourselves*, when these occur as the objects of verbs or of prepositions: as, *Mē culpō et tē culpās*, *I blame myself and you blame yourself*; *Nōs culpāmus et vōs culpātis*, *we blame ourselves and you blame yourselves*. The reflexives naturally lack the nominative case. Why? Decline *meī*, *myself*, and *tuī*, *yourself*, in both numbers.

For the third person a special reflexive pronoun, *suī*, is used for all genders: as, *Vir sē culpāt*, *the man blames himself*; *Rēgīna virōs ad sē vocat*, *the queen summons the men* (lit. *calls the men to herself*). What case will be missing and why?

Learn the declension of *suī* as given in the Appendix, page 20, noting the following points:

1. The nominative case is lacking.
2. The singular and plural are alike; that is, *sē* means *himself*, *herself*, *itself*, or *themselves*.
3. *Suī* is declined exactly like *tuī*.

These observations should enable you to learn *suī* very quickly and also strengthen your hold on the declension of *tū*.

## 504.

## Vocabulary

## NEW WORD

## RELATED WORD

## MEANING

*ipse, ipsa, ipsum, intens.*

*pron.*

*libenter, adv.*

*reliquus, -a, -um*

*suī, reflex. pron.*

*armō, -āre, -āvi, -ātus*

*hinc, adv.*

*relic*

*arma*

*hīc*

*-self, -selves, very*

*gladly, willingly*

*rest of, remaining;*

*plur., the rest*

*of himself (herself, it-  
self themselves)*

*arm, equip*

*hence, from here, from  
this side*

NEW WORD	RELATED WORD	MEANING
<u>integer</u> , -gra, -grum	integer, integral	<i>fresh, complete, sound</i>
<u>certus</u> , -a, -um		<i>sure, certain</i>
<u>dēspērō</u> , -āre, -āvī, -ātus	despair, <i>spērō</i>	<i>despair</i>
<u>modus</u> , -ī, <i>m.</i>	mode	<i>manner, way</i>
<u>secundus</u> , -a, -um	second	<i>second</i>

### 505. Application of Latin to English

1. Explain the meaning of the italicized words :

- His faithfulness and *integrity* were beyond question.
- The defendant was convicted on *circumstantial* evidence.
- The house was filled with *relics* of a bygone age.

2. The Latin word *integer*, *fresh*, *whole*, is used in mathematics in its original form, meaning a whole number (with *numerus*, *number*, understood). An *integral* part of a thing is necessary to its completeness. *Integrity* is moral completeness, soundness. It corresponds exactly to the Anglo-Saxon *wholesomeness*. Explain *disintegrate*.

3. State which of the forms included in parentheses in the following sentences are correct :

- Every one of the boys did the work (themselves, himself).
- Each of you repeat this to (himself, yourselves).
- Anybody can see that for (himself, themselves).
- The team won the game (themselves, itself).
- Norman and (myself, I) went early.
- We went there (ourselves, ourself).
- The boys did all the work (themselves, theirselves).

### Drill and Review

506. Decline *vir ipse, illa mātṛōna ipsa, id oppidum ipsum*.

507. Read and translate :

1. Mārcus ipse adest. 2. Cornēlia ipsa adest. 3. Oppidum ipsum est tūtum. 4. Ego ipse parātus sum. 5. Tū ipsa parāta es. 6. Vir ipse parātus est. 7. Virum ipsum vīdī. 8. Ipse virum vīdī. 9. Vītae liberōrum ipsōrum tūtāe nōn erant.

**508.** Complete the following sentences :

1. Vōs (*yourselves*) in Italiā fuistis. 2. Ego (*myself*) hoc vidī.  
3. Puella (*herself*) ex villā properat. 4. Virum (*himself*) vocāverant.  
5. Filius (*of the man himself*) adest. 6. Dōna (*to the slaves themselves*)  
dabuntur.

**509.** Read and translate :

1. Vir eum vulnerāvit. 2. Vir sē vulnerāvit. 3. Sē culpant,  
sed eōs laudant. 4. Sē armāverat. 5. Sibi villam aedificat. 6. Ipse  
docet. Mē doceō. Sē docent. Vōs docētis. Vōs ipsōs docent.

**510.** Express in Latin the italicized words :

1. *He* prepares. 2. He prepares *him*. 3. He *himself* prepares.  
4. He prepares *himself*. 5. He prepares dinner *for himself*.

Then make each pronoun plural and express it in Latin.

**511.** Proceed as in previous exercises :

1. Amūlius rēgnum ipsum occupāre nōn dubitāvit.  
2. Inde in oppidum properābō; ibi multōs amīcōs habēō.  
Illī amīcī mihi cibum et aquam dabunt. 3. Reliquī  
captīvī sē liberāvērunt. 4. Numquam in periculīs dēspē-  
rant. 5. Servus sibi cibum parat. 6. Vōs ipsī errātis, sī in  
lūdō diligenter nōn labōrātis. 7. Hinc Rōmam ipsam  
facile vidēō. 8. Tum certa victōria nōs incitāverat; nunc  
ipsī dēspērāmus. 9. Quantō gaudiō vōs vidēmus! 10. Illī  
carri integrī sunt; frūmentum igitur eis portābitur.

## LESSON 45

### TARQUIN THE PROUD AND THE SIBYLLINE BOOKS

In the early days of Rome a strange woman came to King Tarquin the Proud and offered to sell him nine books, which she said contained predictions of the future destinies of the city. The rest of the story is told in the Latin.\*

Give all possible forms of *hī, librī, mihi, ei; illius, Tarquinius, rursus; fēmina, ōrācula, morā; haec.*

512. Ab antiquis<sup>1</sup> haec fābula dē librīs Sibyllinīs<sup>2</sup> nārrābātur: Quondam fēmina incognita ad Tarquinium Superbum<sup>3</sup> novem librōs portāvit. "Hī librī," inquit, "sunt dīvīna (*divine*) ōrācula. Eōs tibi vēndere volō (*I wish to sell*)." "Quantum est pretium (*price*)?" rogāvit 5 Tarquinius. Sine morā fēmina immēnsū pretium prō novem librīs postulāvit. "Pretium tuum," respondit ille, "nōn aequum est; nimium (*too great*) est. Īnsāna (*crazy*) es"; et fēminam rīsīt. Illa statim ab Tarquiniō discessit<sup>4</sup> et in focō trēs ex novem librīs exussit.<sup>4</sup> Rursus apud 10 Tarquinium appāruit. "Nōne mihi dabis," inquit, "idem<sup>5</sup> pretium prō sex reliquīs?" Rursus Tarquinius negāvit et multō<sup>6</sup> magis rīsīt. Tum fēmina incognita trēs ex sex librīs exussit atque prō reliquīs idem pretium postulāvit. Nōn jam Tarquinius illam rīdēbat; nam cōstantia 15 illius eum dēlectāverat et mōverat. Dēnique librōs trēs

\* For a full account of this legend read one of the following books:

HAAREN and POLAND. Famous Men of Rome, pp. 46-50.

GUERBER. The Story of the Romans, pp. 54-66.

TAPPAN. The Story of the Roman People, pp. 21-23.

HARDING. The City of the Seven Hills, pp. 29-32.





THE SIBYL BEFORE TARQUIN

In this picture the Sibyl is represented as burning the books in the presence of Tarquin. How does this differ from the version in the Latin story?

reliquōs ēmit.<sup>4</sup> Inde fēmina discessit neque umquam postea ā Rōmānīs vīsa est. Eī librī appellātī sunt Sibyllīnī. Ad eōs quasi (*as if*) ad ōrāculum Rōmānī postea properābant sī magnō in periculō erant.

## 513.

## Notes

1. *Antīquīs, the ancients*. How is the adjective used here?
2. The books were called Sibylline because the woman who sold them to King Tarquin was supposed to be the famous Cumaean sibyl, a priestess of Apollo.
3. Pride was a marked characteristic of Lucius Tarquinius, the last of the seven kings of early Rome. Hence the adjective **Superbus** was added to his name.

4. **Discessit** is a verb of the third conjugation, as are also **exussit** and **ēmit**, occurring later in the story. If you are unable to solve their meanings from your knowledge of the story, look up **discēdō**, **exūrō**, and **emō** in the general vocabulary.

5. **Idem**, *the same*. Learn section 514 now.

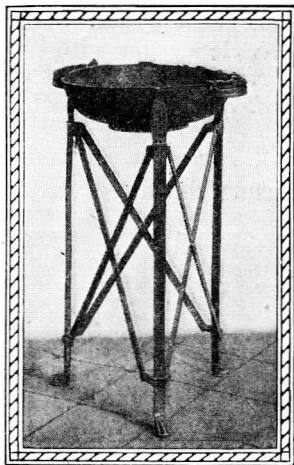
6. The adverb **multō** modifies **magis**.

## Grammar

### 514. The Demonstrative *Īdem*.

**Īdem** is a demonstrative pronoun and adjective, composed of the familiar pronoun **is** and the suffix **-dem**. Review the declension of **is**. Then compare with it the declension of **īdem** as given in the Appendix, page 21.

From this examination you have found that the declension of **īdem** differs from that of **is** only in the loss of **-s** in the nominative singular masculine, with a lengthening of **i**, and in the change of **m** to **n** before **d** to aid pronunciation. You should now be able to give the declension of **īdem**.



A ROMAN BRAZIER

### 515.

### Vocabulary

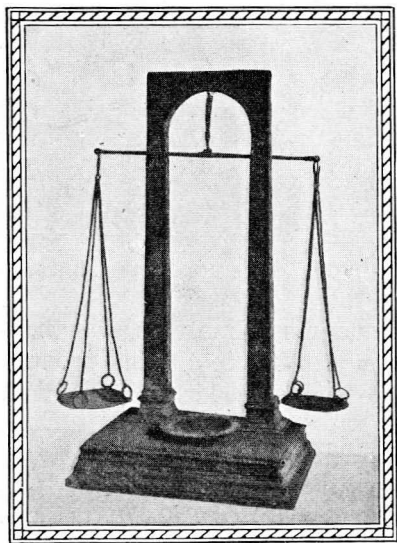
NEW WORD	RELATED WORD	MEANING
<b>incognitus</b> , -a, -um	incognito	<i>unknown, strange</i>
<b>immēnsus</b> , -a, -um	immense	<i>huge, immense</i>
<b>postulō</b> , -āre, -āvī, -ātus		<i>demand</i>
<b>aequus</b> , -a, -um	equal	<i>level, even, equal, fair</i>
<b>īdem</b> , <b>eadem</b> , <b>idem</b> , <i>dem. pron.</i>	identical	<i>the same</i>
<b>multō</b> , <i>adv.</i>	<b>multus</b>	<i>much</i>
<b>magis</b> , <i>adv.</i>		<i>more</i>
<b>atque</b> ( <b>ac</b> ), <i>conj.</i>		<i>and</i>
<b>umquam</b> , <i>adv.</i>	<b>numquam</b>	<i>ever</i>

## 516. Application of Latin to English

## 1. Explain the meaning of the italicized words :

- a. The *depreciation* of an automobile is greatest the first year.
- b. He awaited with *equanimity* the announcement of the result.
- c. Before the days of Caesar Britain was *terra incognita*.
- d. We *expostulated* with him about his conduct.

2. *Equal* is derived from *aequus*, *level*, *equal*, *fair*, and means literally on the same level, or even with. *Equality* is

EQUILIBRIUM (A ROMAN *LĪBRA*)

evenness. An adequate preparation is one equal to the occasion. *Equity* is fairness, justice. In our own language we sometimes speak colloquially of a person as being "on the level." An *equitable* act is one that is fair and just. *Iniquity* is literally injustice, then unrighteousness, wickedness. Explain *equator*, *equation*, *equable*, *equanimity*, *equilateral*, *equivalent*. The *equinox* is that time of the year when the sun appears to cross the celestial equator, making the night (*nox*) equal to the day.

This occurs about March 21 and September 22. An *equivocal* remark is one that has two interpretations equally applicable and hence is ambiguous. Two forces are said to be in *equilibrium* when they are equally balanced (*lĭbra*, *a balance*).

## Drill and Review

### 517. Read and translate :

1. Hodiē fābula nōbīs nārrāta est. 2. Eadem fābula nārrāta est.  
 3. Īdem magister fābulam nārrāvit. 4. Fābulam dē eādem fēminā  
 et dē eīsdem librīs nārrāvit. 5. Eadem fēmina apud eundem Tar-  
 quinium appāruit. 6. Eōsdem librōs portāvit. 7. Idem pretium  
 postulāvit. 8. Tarquinius eōdem modō respondit. 9. Tandem eī-  
 dem fēminae pecūniam dedit.

### 518. Express in Latin the italicized words :

1. We live *in the same street*. 2. We have *the same friends*. 3. We  
 go *to the same school*. 4. *The same teacher* instructs us. 5. We study  
*in the same way*. 6. *The same boys* walk with us.

### 519. Write in Latin :

1. Our men are arming themselves. 2. Carry them their weapons.  
 3. They will be armed with the same weapons. 4. They will arm  
 themselves with the same care. 5. We shall not arm them; we  
 shall give them aid. 6. In the last battle they fought with boldness.  
 7. In this battle they will fight in the same way. 8. We gave  
 books to the same boys.

## REVIEW 9

### 520. Vocabulary Review

The following list contains the words of Lessons 41–45  
 that are for permanent retention :

258. aequus	267. ille	276. praesidium
259. amplius	268. inimicus	277. prōnūntiō
260. atque (ac)	269. integer	278. quantus
261. certus	270. ipse	279. rēgnum
262. facile	271. is ( <i>dem.</i> )	280. reliquus
263. frūmentum	272. magis	281. secundus
264. hic ( <i>dem.</i> )	273. modus	282. suī
265. idem	274. permovēō	283. umquam
266. idōneus	275. poena	284. vitō

## 521.

## Grammar Review

Be sure that you have learned from the last five lessons :

1. The declension of the demonstratives **is, hic, ille, and idem**.
2. The declension of the intensive **ipse**.
3. The forms and use of the reflexive pronouns **meī, tuī, and suī**.
4. A second use of the genitive — in description.
5. A second use of the dative — with certain adjectives.
6. A ninth use of the ablative — separation.

Decline **idem agricola miser** and **idem praesidium**.

Give the principal parts and the three stems of **postulō**, and make a synopsis of it in the third person singular active.

## 522.

## Sight Translation

## FAITHFUL PENELOPE

Trōja ā Graecīs per decem annōs obsessa est. Dē hōc bellō poētae antīquī nōbīs nārrāvērunt. Inter illōs poētās maximē nōtī erant Homērus, maximus poētārum Graecōrum, et Ovidius, clārus poēta Rōmānus. Et Homērus et  
 5 Ovidius nōbīs dē fidā (*faithful*) Pēnelopā fābulās nārrāvērunt.

Postquam Trōja per īnsidiās expugnāta est et Trōjānī miserī in fugam atque exsilium sē dedērunt, Graecī longō bellō dēfessī nāvigia comparāvērunt et trāns undās ad  
 10 Graeciam magnō cum gaudiō nāvigāvērunt.

Erat inter Graecōs Ulixēs, vir summae audāciae atque prūdentiae (*foresight*). Ille nōn solum in bellō bene pug-nāverat sed etiam equum Trōjānum parāverat. Hīs īn-sidiīs magnam fāmam sibi et Graecīs victōriam obtinuerat.  
 15 Idem ante bellum rēgnum īnsulae Ithacae sibi obtinuerat et Pēnelopam, puellam maximē pulchram, in mātirimōnium dūxerat (*had married, lit. had led into marriage*).

Nunc post decem annōs longōs bellī marītam et reliquōs propinquōs rūrsus vidēre vehementer cupiēbat (*desired*). Itaque cum paucīs sociīs fidīs ad Ithacam nāvigāvit.

Pēnelopa ipsa, fēmina sōla et fīda, interim in Ithacā habitāverat atque Ulixem exspectāverat. Per multōs 5 annōs nūlla fāma certa dē marītō nūntiāta est. Semper Pēnelopa timēbat ac dolēbat. Saepe "Quās terrās habitās, marīte?" clāmābat. "Cūr tam diū abes? Esne integer atque tūtus?" Multī autem procī (*suitors*), virī Ulixī inimīcī, quod pulchritūdine (*beauty*) Pēnelopae atque 10 cupiditāte (*desire*) rēgnī permovēbantur, illam in mātirimōnium dūcere (*to marry*) cupiēbant. Eōs vītāre aut ex īnsulā expellere (*to drive out*) Pēnelopa nōn poterat (*was able*); nūllum enim praesidium contrā illōs habēbat. Itaque procōs convocāvit et haec verba prōnūntiāvit: 15 "Stolam novam texō (*I am weaving*). Illam spectāte. Sī stolam umquam cōnfēcerō (*shall have finished*), ūnus ex vōbīs mē in mātirimōnium dūcet (*shall marry*). Interim extrā domicilium meum manēte."

Propter haec verba illī exspectāvērunt. Sed Pēnelopa 20 nocte (*at night*) vestīmentum retexēbat (*used to unweave*) quod (*which*) per diem (*during the day*) magnā dīligentiā texuerat. Hōc modō per annōs, dum Ulixēs in terrīs ignōtīs errat, sē ā procīs facile servāvit.

## 523.

## Derivation

Give the Latin word (and its meaning) from which each of the following English words is derived: *equivalent, equilateral, equivocal, quasi, identify, identical, insane, inundate, irate, inevitable, exile, alienate, equanimity, postulate, precious, integrate, desperation, pronounce, felicitous, pronunciation, implore, separate.*

## LESSON 46

### CORNELIA AND HER JEWELS

One of the famous families of Rome was that of the Gracchi. In the midst of the growing devotion to the pursuit of wealth and pleasure that characterized the Romans of Italy in the period 150-125 B.C. this family was a shining example of the old Roman qualities of patriotism, integrity in private life, and regard for the gods. The two most prominent members of the family were Tiberius and Gaius Gracchus. They were carefully brought up and educated by their mother. Both lost their lives in their effort to improve the conditions of the common people.\*

Give all possible forms of *eius*, *clārus*, *illius*; *magna*, *magnā*, *ingenia*, *nātūrā*, *ea*; *sē*, *ipse*.

524. Inter optimōs et sapientissimōs (*wisest*) Rōmānōs erat Semprōnius Gracchus, vir et in bellō et in pāce propter virtūtēs (*character*) et ingenium maximē clārus. Marīta eius erat Cornēlia, fēmina magnae dīligentiae, filia Scīpiōnis illius quī (*who*) Āfricānus appellātus est quod Carthāginiēnsēs, quī (*who*) in Āfricā habitābant, superāverat. Fīlii eōrum erant Tiberius Semprōnius Gracchus et Gaius Semprōnius Gracchus.

10 Magnā diligentiā puerī ā Cornēliā doctī sunt. Fīliōs enim cūrā ēducāre, ut Cornēlia et optimae Rōmānae existimābant, primum officium mātērōnae Rōmānae erat. Illi grātum erat hoc negōtium. Itaque Cornēlia ipsa studiīs filiōrum operam dabat et eīs optimōs magistrōs et

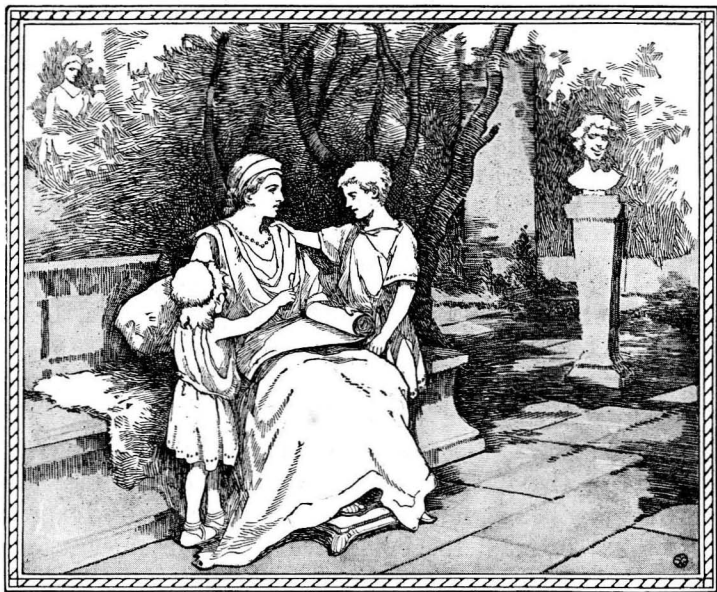
\* See any of the following books for accounts of the Gracchi :

HAAREN and POLAND. Famous Men of Rome, pp. 142-147.

GUERBER. The Story of the Romans, pp. 146-152.

TAPPAN. The Story of the Roman People, pp. 108-117.

HARDING. The City of the Seven Hills, pp. 158-165.



CORNELIA AND HER SONS

Rōmānōs et Graecōs praebebāt.<sup>1</sup> Animōs puerōrum exemplis antiquae virtūtis (*strength of character*) semper exercēbat. Saepe parvōs puerōs ad sē vesperī (*in the evening*) vocābat et eis fābulās dē initiis Rōmae nārrābat. Ingenia hōrum puerōrum nātūrā (*by nature*) erant ēgregia. 5 Superba erat Cornēlia propter filiōs.

Ōlim mātrōna nōbilissima (*very noble*) Cornēliae ōrnāmenta sua<sup>2</sup> ostendēbat.<sup>3</sup> Pulchra et pretiōsa erant ōrnāmenta; et ea Cornēlia spectāvit atque laudāvit. Deinde filiōs suōs<sup>4</sup> ad sē vocāvit: "Haec," inquit, "sunt mea 10 ōrnāmenta."

In monumentō (*tomb*) Cornēliae sōla verba erant "Māter (*mother*) Gracchōrum."



## 525.

## Notes

1. The best Roman families were careful to select as teachers of their children persons who spoke Latin well. Greek was taught in the Roman family and school after Rome came into contact with Greece.

2. *Sua*, *his*, *her*, *its*, or *their*, is a possessive *adjective* modifying and agreeing with *ōrnāmenta*. *It always refers to the subject*; that is, it is *reflexive*. Hence *sua* here means *her* since it refers to the subject *mātrōna*, although it is neuter plural to agree with *ōrnāmenta*. Study sections 526 and 527 now.

3. *Ostendēbat*, *was displaying*. Explain *ostentatious*.

4. *Suōs* refers to the subject, and the subject is *Cornēlia*. Hence *suōs* means *her*. Why is it accusative plural masculine?

## Grammar

**526. Possessive Adjectives.** As you may have noticed, the genitives of the Latin personal pronouns of the first and second persons (*meī*, *tuī*, *nostrī*, *vestrī*) are not used to express possession. Instead, the possessive adjectives *meus*, *tuus*, *noster*, and *vester* are used: as, *meus liber*, *my book*; *tuī librī*, *your books*. But the genitive of the personal pronoun of the *third person* (regularly is, sometimes *hic* or *ille*) is used to express possession: as, *eius liber*, *his book*; *eōrum librī*, *their books*.

**527. Possessive Adjectives used Reflexively.** The possessive adjectives of the first and second persons, like the corresponding English words, *my*, *your*, *our*, may be used to refer either to the subject or to some other person: as, *Librum meum habeo*, *I have my own book*; *Librum tuum habeo*, *I have your book*. But in the *third person* Latin has two words corresponding to English *his* and *their*, according to whether the subject is referred to or not. *Suus*, *-a*, *-um*, meaning *his*, *her*, *its*, or *their*, is used when the *subject* is referred to, that is, when a *reflexive* is desired: as, *Librōs suōs habet*, *he has his own books*; *Librōs suōs habent*, *they have their own books*. When a person other than the subject is referred to, the geni-

tive of *is* (or of *hic* or of *ille*) is used. Thus, *Librōs eius habet* means *he has his* (someone else's) *books*; *Librōs eōrum habent*, *they have their* (other persons') *books*. Remember that *suus* always refers to the subject. Remember also that *suus* is an adjective and therefore agrees with the noun it modifies in gender, number, and case.

To sum up: *Suus* gets its *meaning* from the *subject*, and its *form* from the *noun it modifies*.

Reflexive adjectives are usually omitted unless it is necessary to give emphasis or to mark a contrast.

## 528.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>existimō</u> , -āre, -āvi, -ātus		<i>think, believe</i>
<u>primus</u> , -a, -um	primary	<i>first</i>
<u>officium</u> , off'cī, <i>n.</i>	official	<i>duty</i>
<u>negōtium</u> , negō'tī, <i>n.</i>		<i>business, work, task</i>
<u>studium</u> , stu'dī, <i>n.</i>	study	<i>eagerness, zeal, study</i>
<u>exerceō</u> , -ēre, -uī, -itus		<i>train, exercise</i>
<u>nātūra</u> , -ae, <i>f.</i>	nature	<i>nature</i>
<u>ōrnāmentum</u> , -ī, <i>n.</i>	ornament, ōrnō	<i>ornament, jewel</i>
<u>suus</u> , -a, -um, <i>reflexive</i> <i>adj.</i>	<i>suī</i>	<i>his own, her own, its</i> <i>own, their own</i>
<u>pretiōsus</u> , -a, -um	<i>pretium</i>	<i>costly</i>
<u>deinde</u> , <i>adv.</i>		<i>then, next</i>

## 529.

## Latin Derivatives

The Suffix *-ōsus*. The suffix *-ōsus* means *full of*. *Bellicōsus*, from *bellum*, means *full of war*, eager to fight; *pretiōsus*, in this lesson, means *full of cost*, costly. This suffix appears in English sometimes as *-ose*, more frequently as *-ous*: as, *bellicose*, *precious*.

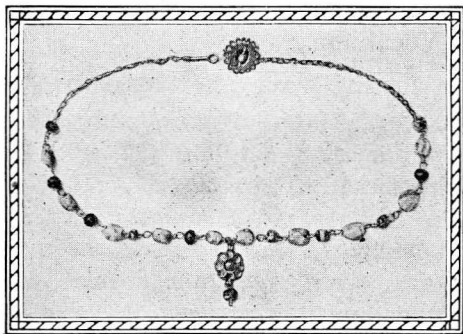
Give the original Latin forms (with their meanings) of *copious*, *verbose*, *famous*, *glorious*, *studious*.

## 530. Application of Latin to English

## 1. Explain the meaning of the italicized words:

- a. His services were of *inestimable* value.
- b. That young man is too *officious*.
- c. He attempted to commit *suicide*.
- d. Let us first *ascertain* the facts.

2. **Monēre**, *to warn, to advise*, appears in the English words *admonish*, to reprove; *admonition*, reproof; *monitor*, literally



A ROMAN NECKLACE

one who advises, then, sometimes, a pupil who is selected to oversee other pupils; *monument*, a memorial, something that reminds one; *premonition* (*prae-*), a forewarning of something coming.

3. Explain the following derivatives of **primus**, *first*: *primary*, *prime*, *primitive*, *primeval*, *primacy*, *primer*, *primate*.

4. *Money* and *mint* are both derived from the name **Monēta**, meaning *the Adviser* (from **monēre**, *to advise*), which was applied to the goddess Juno. It happened that in ancient Rome, the temple of Juno Moneta, situated on the Capitoline Hill, was used for the coinage of money. This temple was known as the "Moneta," to distinguish it from other temples of the same goddess. Coins struck off in this temple were engraved with the word "Moneta," and hence the word came to mean the money itself. The spelling changed in two directions, producing the doublets *mint* and *money*.

5. Why is *official* spelled with *c*, and *initial* with *t*?

## Drill and Review

**531.** Conjugate *existimō* in the tenses based on the present stem; make a synopsis of *exerceō* in the third person singular of the active voice.

**532.** Explain the difference in meaning between the two versions of each sentence given below, and state in what respect the Latin is clearer than the English translation:

1. *Filiōs eius laudat. Filiōs suōs laudat.*
2. *Filiōs eōrum laudant. Filiōs suōs laudant.*
3. *Librōs tuōs habeō. Librōs vestrōs habeō.*

**533.** Read and translate:

1. *Meus amīcus adest.* 2. *Tuī amīcī absunt.* 3. *Amīcī eōrum absunt.* 4. *Nostrī amīcī et vestrī amīcī et amīcī eius absunt.* 5. *Ego tuōs amīcōs videō, sed tū amīcōs meōs nōn vidēs.* 6. *Cum amīcīs suis Mārcus ambulat.* 7. *Herī cum amīcīs eius ambulābat.*

**534.** Express in Latin the italicized words:

1. The farmer is exercising *his (own) horse*. 2. He is not exercising *his (someone else's) horse*. 3. He cannot fight *with his sword*; I have it. 4. She gives *her children* gifts.

**535.** Proceed as in previous exercises:

1. *Jūlius Caesar prīmus ex Rōmānīs Britanniam vīsītāvit.* 2. *Ipse in eā insulā nōn diū mānsit.* 3. *Incolae Britanniae magnō cum studiō prō sē pugnāvērunt.* 4. *Eius socii antea dē nātūrā illius insulae nūntiāverant.* 5. *Ut existimō, tuum negōtium laudārī dēbet.* 6. *Officia mātṛōnae Rōmānae multa erant.* 7. *Sē et suōs liberōs servāvīt.* *Deinde suōs amīcōs convocāvit.* 8. *Togātī Rōmānī in forum saepe convocātī sunt.* 9. *Aurum et praeda eīdem carrīs trānsportābantur.*

## A PYRRHIC VICTORY

The Roman soldier was famous not only for his unflinching courage, but still more for his unconquerable spirit even in the face of defeat. It was to this quality more than to anything else that Rome owed her continuous success in conquering, first Latium, the district immediately around Rome, then all of Italy, and finally the civilized world. In her wars with the Greeks of southern Italy she came into conflict for the first time with an enemy from beyond the seas. For the Greeks had asked the help of their kinsmen, and Pyrrhus, king of Epirus, one of the districts of Greece, came to their aid with a large army and twenty elephants. At first Pyrrhus was successful and defeated the Romans in several battles. But he lost so many men in his first battle that another such victory would have ruined his army. From that time on, the term "Pyrrhic victory" was applied to a victory that all but ruined the victor.\*

In this story you will meet the forms of a new declension. Make sure first that you know the following forms so well that you will not confuse the new forms with the old: *hī, eī, Rōmānī; victōriīs, eīs; terrā, castra, victōria; imperium, numerum.*

536. *Paulātim (gradually) imperium Rōmānōrum multīs victōriīs auctum erat atque vīcīnī superātī erant.*<sup>1</sup> *Tandem Rōmānī contrā Tarentīnōs*<sup>2</sup> *pugnābant. Hī ā Pyrrhō, rēge*<sup>3</sup> *Ēpīrī, auxilium petivērunt (sought), quod victōriam dēspērābant.*

Ille mox in Italiam nāvigāvit tumque primum Rōmānī

\* For an account of Pyrrhus read any one of the following books:

- HAAREN and POLAND. Famous Men of Rome, pp. 108-113.  
 HARDING. The City of the Seven Hills, pp. 115-124.  
 GUERBER. The Story of the Romans, pp. 115-121.  
 TAPPAN. The Story of the Roman People, pp. 58-60.



ELEPHANTS OF PYRRHUS IN BATTLE AGAINST THE ROMANS

cum trānsmarīnīs (*from across the sea*) mīlitibus<sup>3</sup> pugnā-  
vērunt. Contrā Pyrrhum et cōpiās eius Valerius cōsul<sup>3</sup>  
erat dux<sup>3</sup> Rōmānōrum.

Forte explōrātōrēs<sup>3</sup> rēgis ā mīlitibus Rōmānīs capti  
sunt (*were captured*). Hōs Valerius neque necāvit neque 5  
in vīculīs tenuit, sed eīs castra sua et legiōnēs<sup>3</sup> dēmōn-  
strāvit. Tum eōs liberāvit. Sīc rēx dē numerō vērō Rō-  
mānōrum reperīre potuit.<sup>4</sup>

Paulō post mīlitēs rēgis cum cōpiīs cōsulis pugnābant.  
Primō fortūna Rōmānōs jūvit et Graecī superābantur. 10  
Tum rēx elephantōs in Rōmānōs agī<sup>5</sup> jussit. Immēnsa et  
ignōta corpora<sup>3</sup> elephantōrum Rōmānōs perterrūerunt;  
nam elephantī numquam ab eīs in proeliō vīsī erant.

Tamen milites consulis fortiter pugnauerunt et magnum numerum Graecorum necauerunt. Denique autem superati sunt.

Quidam (*A certain*) miles Pyrrhi corpora Romanorum necatorum,<sup>6</sup> quae (*which*) in terra jacebant, spectabat. Subito exclamavit: "O rex magne, illos viros spectā! Quam truces vultus<sup>7</sup> habent! Vulnera<sup>8</sup> illorum sunt adversa!"<sup>8</sup> Rex respondit: "Ego cum talibus (*such*) militibus dominus orbis terrarum<sup>9</sup> essem (*I should be*).  
10 Si iterum eodem modo illos Romanos superaverō, sine uno milite in Epirum revertar (*shall return*)."

## 537.

## Notes

1. It took several hundred years for the Romans to extend their territories to the southern end of Italy. Rome first conquered Latium, then Samnium, and then the Greeks of southern Italy, who occupied Bruttium and Calabria and the seacoast of Lucania and Campania. Locate these districts on the map facing this page.

2. Tarentinōs, *the people of Tarentum*. The southern part of Italy was settled by Greeks, and was called *Magna Graecia*. Here a highly developed civilization had sprung up, marked by a love of wealth and pleasure. The ancients used to say that the people of Tarentum, one of the cities of this region, had more holidays than there were days in the year.

3. Rēge is ablative singular, in apposition with Pyrrhō. It is a noun of the third declension. Study sections 538 and 539 now.

4! Reperire potuit, *was able to find out*.

5. Agi, *to be driven*. What form must it be? What is the reason for the case of elephantōs?

6. Necatorum, *dead, slain*; a perfect passive participle.

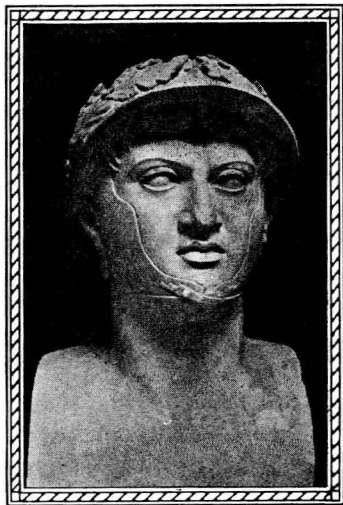
7. Quam truces vultus, *what fierce expressions*; accusative.

8. Adversa, *in front* (lit. *turned toward*), indicating that each man died facing the enemy.

9. Orbis terrarum, *of the world* (lit. *of the circle of the lands*); modifies dominus.

## Grammar

**538. The Third Declension.** This declension includes all nouns ending in *-is* in the genitive singular. Learning a new declension is not simply a matter of memory. Turn to the Appendix, page 16, and examine carefully the case endings of the third declension and the inflection of the typical nouns given there. Note first *what forms are alike*. In other words, reduce the forms to be learned to the smallest possible number. Then see what case endings are like those already familiar. Then see if English can give you any help. Note with especial care any forms that are likely to be confused with forms previously learned. As your next step, see how many of the following points you noted :



PYRRHUS

1. The dative and ablative plural are alike. The ending is the same as in *quibus*.
2. The nominative and accusative plural are alike in all genders.
3. The dative singular ends in *-ī*, like the dative singular of *is*.
4. The accusative singular (masc. and fem.) ends in *-m* as in the other declensions, but with a different vowel before it.
5. The genitive singular ends in *-s*, like the corresponding possessive case in English : as, *boy's*.
6. The nominative plural (masc. and fem.) ends in *-ēs*, like *foxes*.
7. The genitive plural ends in *-um*, and needs to be carefully distinguished from the accusative singular masculine, and the nominative and accusative singular neuter, of the second declension.
8. The third declension contains nouns of all three genders.



After making these observations learn thoroughly the declensions of the model nouns.

**539. The Stems of Nouns of the Third Declension.** Note that you cannot form the genitive singular of nouns of the third declension by simply adding the ending *-is* to the nominative case; for the spelling of the core, or stem, of the word in its other cases is usually not the same as in the nominative. Thus the *stems* of *rēx* and *mīles*, to which the case endings are added, are *rēg-* and *mīlit-*, but they could not be known from the nominative case. In order to decline a noun of the third declension you must, therefore, learn the nominative and the genitive singular and the gender. Usually the spelling of the genitive singular is shown by English derivatives, since these come from the *stem* of the word and not from the nominative case. Try to connect an English derivative which shows the spelling of the genitive singular with every new noun of the third declension. Thus *military* shows that the stem of *mīles* is *mīlit-*, and the genitive singular is, therefore, *mīlitis*. Similarly *matrimony* shows the stem and genitive singular of *māter*, *corporal* of *corpus*, *regal* of *rēx*.

The gender of nouns of the third declension must be learned with their meanings. Nouns in *-tor* are masculine.

## 540.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>rēx</u> , <i>rēgis</i> , <i>m</i> .	regal, <i>rēgnum</i>	king
<u>mīles</u> , <i>mīlitis</i> , <i>m</i> .	military	soldier
<u>cōnsul</u> , <i>cōnsulis</i> , <i>m</i> .	consul	consul
<u>dux</u> , <i>ducis</i> , <i>m</i> .	ducal	leader
<u>explōrātor</u> , <i>-ōris</i> , <i>m</i> .	explorer	scout
<u>vinculum</u> , <i>-ī</i> , <i>n</i> .		chain, bond
<u>legiō</u> , <i>legiōnis</i> , <i>f</i> .	legion	legion
<u>vērus</u> , <i>-a</i> , <i>-um</i>		true, real
<u>paulō post</u>		soon afterwards

NEW WORD	RELATED WORD	MEANING
<i>primō, adv.</i>		<i>at first</i>
<i>elephantus, -ī, m.</i>	elephant	<i>elephant</i>
<i>corpus, corporis, n.</i>	corporal	<i>body</i>
<i>vulnus, vulneris, n.</i>	<i>vulnerō</i>	<i>wound</i>
<i>iterum, adv.</i>		<i>again, a second time</i>

## 541. Latin Derivatives

The Suffix **-tor**. The suffix **-tor** means *one who* does the act. **Explōrāre** means to search out; **explōrātor**, one who searches out, a scout. **Imperāre** means to command; **imperātor**, one who commands, a commander. Many words in **-tor** have passed into English: as, **nārrātor**, **cūrātor**.

From what Latin verbs are the following nouns in **-tor** derived?

doctor	monitor	nāvigātor
liberātor	nārrātor	spectātor

Which of these nouns are used in English?

The suffix **-tor** is sometimes added to nouns. What are the meanings of **gladiātor** and **jānitor**?



JĀNUA ET JĀNITOR

## 542. Application of Latin to English

1. Explain the meaning of the italicized words:

- Many unfavorable circumstances *militated* against our success.
- The blood contains red and white *corpuscles*.
- He kept *reiterating* his request.
- Verily*, his arrogance was unendurable.

2. **Corpus**, *body*, has a number of descendants. A *corpse* is a dead body. A *corps* of the army is a body of men. A *corpulent* person is fat, literally having a large body (suffix,

-*lentus*, full of). To incorporate a business is to form it into a legal body. A *corporation* is a group of persons made legally into one body. When ideas are incorporated into a new constitution, they are embodied there. A corselet is a bodice.

3. *Omnibus* is the dative plural of *omnis*, *all*, and meant originally "for all." Compare the English word "carryall." We have shortened it to *bus*, which is simply the original case ending -*bus*. Accordingly, when you ride on a bus, you are riding on the dative plural ending of the third declension.

4. Why is *corporal* spelled with *or* and *vulnerable* with *er*?

5. Watch in your English reading for nouns ending in -*tor*. A familiar word in -*tor* will frequently furnish a clue to the meaning of the Latin verb from which it is derived. What do you think are the meanings of the verbs from which are derived *victor* and *orator*?

### Drill and Review

**543.** If a noun ends in -*um*, in what different cases may it be in the three declensions? If it ends in -*a*? If in -*i*? Distinguish carefully between the sound of the ending -*is* in *militis* and in *castris*. What is the case of each noun?

**544.** Decline *rēx bonus*, *īdem miles Rōmānus*.

**545.** Copy, completing the unfinished words first with the proper endings of the singular, and then of the plural:

1. In viā agricol— et vir— et milit— videō.
2. Filiī duc— et matrōn— et lēgāt— adsunt.
3. Hodiē cum cōsul— et poēt— et amic— ambulābam.
4. Rēg— et fēmin— et puer— victōria legiōnum grāta erat.

**546.** Express in Latin the italicized words:

1. He is praised *by the king*. 2. *Their wounds* are many. 3. I saw the *consul himself*. 4. *I myself* saw the *legions*. 5. Food was given to the *soldiers*. 6. The commands of the *leader* were new. 7. The *legati* were leaders of the *legions*. 8. They had many wounds on their *bodies*.

547. Proceed as in previous exercises :

1. Prīmō rēgēs in Italiā erant, sed tandem rēgēs Rōmānīs grātī nōn erant. 2. Post rēgēs Rōmānī cōsulēs creābant. 3. Duo cōsulēs ā Rōmānīs creābantur. 4. Cōsulēs erant ducēs mīlitum Rōmānōrum. 5. Prīmī cōsulēs erant Brūtus et Collātīnus; mox Collātīnus populō Rōmānō grātus nōn erat et ex oppidō cum familiā migrāvit (*moved*). 6. Officiū ducis in bellō erat imperia dare; officiū mīlitis erat fortiter pugnāre. 7. Propter nātūram locī in suis castrīs nōn diū mānsērunt. 8. Vulnera eiusdem mīlitis vīdī.

## LESSON 48

### THE INTEGRITY OF FABRICIUS

After defeating the Romans in southern Italy Pyrrhus marched north to the vicinity of Rome and tried to make peace with the Romans. Failing in this, he returned to Tarentum, where he was later visited by Fabricius, whom the Romans sent to him concerning an exchange of prisoners. Fabricius was famous among the people of his time for his simple manner of living and his upright character. Pyrrhus attempted both to bribe him and to frighten him, but failed.\*

Give all possible forms of *bellī, rēgī, eī, herī, militī, habērī, Rōmānī; vitam, medicum, factum, rēgum, rēgem, militum.*

548. Magnum apud Rōmānōs erat nōmen Gaī Fabricī. Bonus homō erat atque in bellō ēgregius. Sed semper erat pauper (*poor*); nihil ab eius vitā magis aliēnum erat quam<sup>1</sup> voluptās et lūxus (*pleasure and luxury*). Tōta eius supellex  
5 argentea erat salīnum ūnum et patella.<sup>2</sup> Rādīcēs (*roots*) aut herbās (*herbs*) cēnābat.

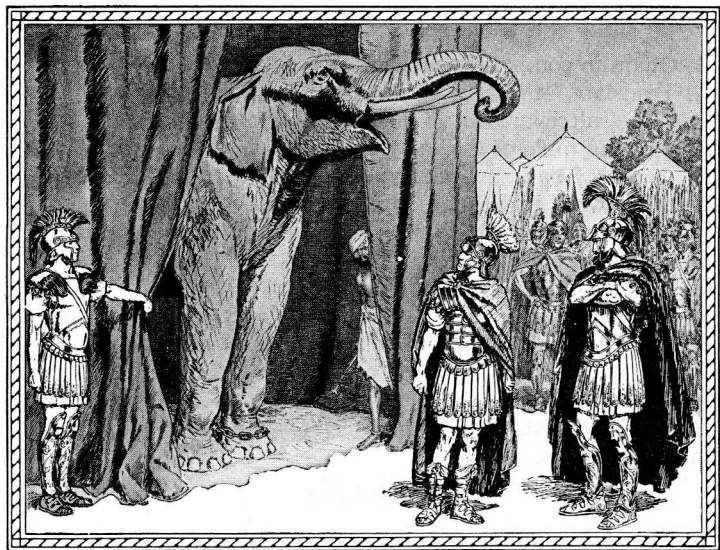
Ūnus ex lēgātīs quōs<sup>3</sup> Rōmānī ad Pyrrhum dē captīvīs mīsērunt (*sent*) fuit Fabricius. Eī Pyrrhus obtulit (*offered*) mūnera et aurum; sed ea Fabricius statim repudiāvit  
10 (*rejected*).

Paulō post rēx eum terrēre<sup>4</sup> temptāvit. Imperiō rēgis elephantus magnī corporis prope Fabricium post aulaeum cēlātus erat. Signum datum est et aulaeum subitō remōtum est. Elephantus strīdōrem horribilem ēmīsīt<sup>5</sup> et

\* The story of Fabricius is told in the following books:

GUERBER. The Story of the Romans, pp. 119-121.

HARDING. The City of the Seven Hills, pp. 121-122.



"YOUR ELEPHANT DOES NOT FRIGHTEN ME!"

proboscidem<sup>6</sup> super caput Fabrici dēmōnstrāvit. Sed ille rīsit: "Neque herī," inquit, "mē aurum tuum temptāvit neque hodiē perterret elephāntus tuus."

Posteā Fabricius cōsul creātus est et Rōmānōs contrā rēgem dūcēbat. Forte nōn procul ā castrīs cōsulis erant 5 castra rēgis. Noctē<sup>7</sup> medicus (*physician*) Pyrrhī in castra ad Fabricium vēnit (*came*) et eum ita temptāvit: "Sī mihi praemium dederis, ego rēgem necābō." Is autem respondit, "Nōs Rōmānī nōn dolō sed proeliō nostrōs hostēs superāmus." Deinde medicum in vīculis ad dominum redūcī<sup>8</sup> 10 iussit. Propter hoc factum Pyrrhus exclāmāvit: "Ecce Fabricius! Difficilius est<sup>9</sup> eum ab honestāte (*honesty*) movēre quam sōlem ā cursū (*from its course*)."

## 549.

## Notes

1. **Quam** in comparisons means *than*.
2. Translate, *All his silverware consisted of one saltcellar and a plate*. The saltcellar was an indispensable and conspicuous article on the dining-table of the early Romans.
3. **Quōs**, *whom*; the relative pronoun, not the interrogative. With what word is the main clause resumed?
4. **Terrēre temptāvit**, *attempted to scare*. Study section 550 now. **Temptō** means both *tempt* and *attempt* in this exercise.
5. **Strīdōrem . . . ēmisit**, *let out a horrible noise*.
6. **Proboscidem**, *trunk*. The word *proboscis* is used in English.
7. **Nocte**, *during the night*. What does *nocturnal* mean?
8. **Redūcī**, *to be led back*. What must be the form of **redūcī**? What is the reason for the case of **medicum**?
9. **Difficilius est**, *it is more difficult*. Note the ending of the comparative, **-ius**.

## Grammar

**550. Third Use of the Infinitive. Complementary.** Some verbs, both in Latin and in English, require an action of another verb to complete their meaning. This action is expressed by an infinitive: as, **Labōrāre dēbeō**, *I ought to work*. Such an infinitive is called a *complementary infinitive*. It occurs with verbs meaning *be able, ought, dare, begin, cease, try, hesitate, decide, fear, wish, and be accustomed*. You have already met this usage of the infinitive.

## 551.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<b>nōmen</b> , <b>nōminis</b> , <i>n.</i>	nominate	<i>name</i>
<b>homō</b> , <b>hominis</b> , <i>m.</i>	homicide	<i>man</i>
<b>nihil</b> , <i>n., indeclinable</i>	nil	<i>nothing</i>
<b>mūnus</b> , <b>mūneris</b> , <i>n.</i>		<i>task, gift</i>
<b>aulaeum</b> , <b>-ī</b> , <i>n.</i>		<i>curtain, hanging</i>
<b>removeō</b> , <b>-ēre</b> , <b>remōvī</b> , <b>remōtus</b>	remove, <i>moveō</i>	<i>remove, move away</i>

NEW WORD	RELATED WORD	MEANING
<u>caput</u> , <u>capitis</u> , <i>n.</i>	capital	<i>head</i>
<u>praemium</u> , <u>praemī</u> , <i>n.</i>	premium	<i>reward</i>
<u>dolus</u> , <i>-ī</i> , <i>m.</i>		<i>trick</i>
<u>sōl</u> , <u>sōlis</u> , <i>m.</i>	solar	<i>sun</i>

## 552. Application of Latin to English

### 1. Explain the meaning of the italicized words :

- Instead of being *promoted* he was *demoted*.
- The explosion almost *annihilated* the regiment.
- A *radical* change is necessary.
- The work was interesting but not very *remunerative*.

2. *Radish* is from *rādīx*, *root*, and is merely a particular kind of root. Give the Anglo-Saxon equivalent of *eradicate*.

3. *Caput*, *head*, has given many words to English. A *capital* letter is used at the head or beginning of sentences or in headings. A *capital* offense is one involving the loss of the head, the death penalty. The *capital* of a state is the head city. The *chief* of a tribe is its head, and *chieftain* is another form of the word. A *chef* (through French) is the head cook. A *captain* of a ship is its head. A *chapter* was originally a heading, then the text which follows it. To *decapitate* is to behead. To *recapitulate* a discussion is to sum it up under its main headings. To *achieve* a result is to bring it to a head. A *cabbage* is a little head. We speak in English of a "head of cabbage."



THE ORIGINAL IDEA IN  
ERADICATE

4. Why is *annihilate* spelled with two *n*'s and an *h*?

5. *Salary* is derived from *sāl*, *salt*. The *salārium* of the ancient soldier was originally his regular allowance of salt,



and then the money given him instead of the actual salt itself. Then it was applied to any regular payment. Compare our expressions "to earn his salt" and "not worth his salt."

### Drill and Review

**553.** Give the principal parts and stems of **removeō**, and make a synopsis in the third person plural.

**554.** Distinguish carefully between the words in the following groups :

post	mūrus	nihil
postquam	mūnus	nōn
postea		nūllus

**555.** Complete the following :

1. Hic homō (*a famous name*) habet.
2. Nōmen (*of this man*) memoriā teneō.
3. Populus Rōmānus (*this man*) cōsulem creāvit.
4. Multa mūnera (*to this same man*) ā populō Rōmānō data sunt.

**556.** Express in Latin the italicized words :

1. The elephant has a *large head and body*.
2. The *legions* were removed from the fields *by the consul*.
3. *To this man* a reward will be given.
4. I see *nothing new*.
5. Do you see *the sun* in the sky?
6. The Roman soldier had a helmet *on his head*.
7. His shield furnished protection *to his body*, his helmet *to his head*.

**557.** Proceed as in previous exercises :

1. Rōmulus prīmus rēx Rōmānōrum erat.
2. Rōmulus, prīmus rēx, agrōs lātōs nōn habuit.
3. Nostrī militēs in multis terrīs pugnāverint.
4. Scūta et pīla et gladii erant arma hōrum hominum.
5. Equus Galbae agricolae caput album habet.
6. Dux militēs suōs in oppidō nōn diū retinēbit.
7. Somnus dēfessīs militibus grātus erit.
8. Cuius nōmen ab illō prōnūntiātum est?
9. Num sōl hodiē vīsus est?
10. Nihil ab villā remōtum erat.

## REGULUS, A MAN OF HONOR

Eventually the Romans came into contact with the powerful people of Carthage. The Punic Wars followed. In the first of these wars, about 260 B.C., the Romans sent Regulus with a large fleet and army to attempt the capture of Carthage. At first Regulus had some successes; but he was finally defeated and captured. When the Carthaginians decided to try to exchange prisoners with the Romans, Regulus was sent to Rome with the embassy to ask for this exchange on the understanding that he would return to Carthage and captivity if the embassy was unsuccessful. When he arrived at Rome, he at first refused to enter the city on the ground that he was a disgraced man.\*

Give all the possible forms of *haec, quae, dūrae; tacēs, ducēs; Rēgule, tē, valē, pāce; homō, dubiō, dubitō.*

558.

PERSŌNAE

RĒGULUS

MAMILIUS, amīcus Rēgulī et senātor

CĪVIS PRĪMUS, CĪVIS SECUNDUS, CĪVIS TERTIUS

LĒGĀTĪ ET CĪVĒS

SCAENA: Congregantur extrā moenia<sup>1</sup> Rōmae cīvēs et amīci  
Rēgulī. Rēgulus et lēgātī adsunt

CĪVIS PRĪMUS. Aequās condiciōnēs pācis hī lēgātī  
renūntiāvērunt.

CĪVIS SECUNDUS. Nōn dūrae mihi videntur (*seem*) con-  
diciōnēs.

\* The story of Regulus is told in the following books:

HAAREN and POLAND. Famous Men of Rome, pp. 114-121.

GUERBER. The Story of the Romans, pp. 124-126.

TAPPAN. The Story of the Roman People, pp. 77-78.

HARDING. The City of the Seven Hills, pp. 131-133.

CIVIS TERTIUS. Mihi et cīvibus grātum erit permūtāre  
(*to exchange*) captīvōs. Eōs permūtāre dēbēmus.

CIVIS PRĪMUS. Sed quae est sententia Rēgulī?

CIVIS SECUNDUS. Cūr sententiam eius nōn rogāmus?  
5 Multōs annōs<sup>2</sup> captīvus in Āfricā retentus est. Certē is dē  
Poenīs<sup>3</sup> nōn ignōrat.<sup>4</sup> Vērūm (*the truth*) is nōn occultābit.

CIVIS TERTIUS. Rēgule, quae est tua sententia?

RĒGULUS. Nōn recūsābō eam ēnūntiāre. Condiōnēs  
hostiū<sup>5</sup> inīquae sunt. Nōlite<sup>6</sup> captīvōs permūtāre.

10 CIVIS SECUNDUS. Cūr condiōnēs inīquae sunt?

RĒGULUS. Quod, ut ego exīstimō, captīvī Poenī adu-  
lēsentēs et bonī ducēs sunt; ego autem senex sum.  
Praetereā illī multī sunt, sed nōs paucī sumus. Iterum  
dicō (*I say*): nōlite permūtāre captīvōs. Nōlite pācem  
15 cum illis Poenīs cōfirmāre. Illī enim jam dē fortūnis suis  
dēspērant et mox ā Rōmānīs superābuntur.

MAMILIUS. Sed tū — nōnne tū nōbiscum manēbis?  
Quīnque annōs tē dēsīderāvimus.

RĒGULUS. Hīc nōn manēbō. In urbem nōn intrābō.  
20 In potestāte Poenōrum sum; neque cīvis Rōmānus sum.

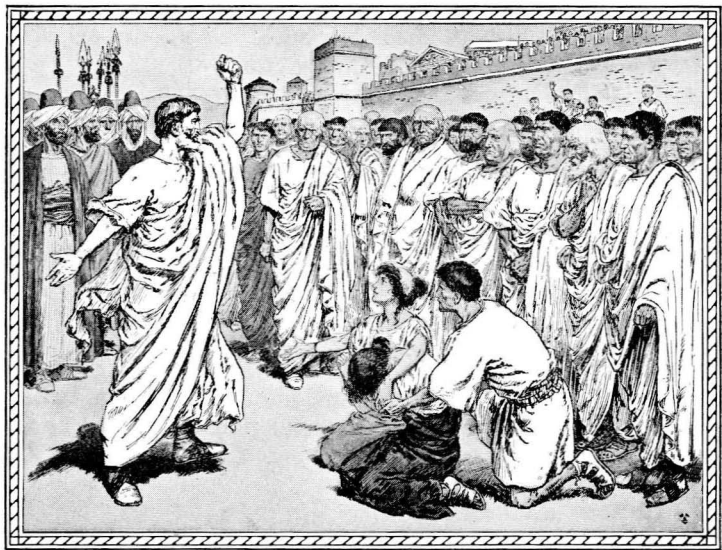
LĒGĀTĪ CARTHĀGINIĒNSĒS. Nōn manēbit; manēre nōn  
audēbit; nam in potestāte nostrā est. Inter captīvōs  
jūrejūrāndō (*oath*) suō retinēbitur.

MAMILIUS. Propinquī tuī, Rēgule, et amīcī tē vocant.

### Marīta Rēgulī intrat

25 Ecce, marīta tua tē vocat. Nōnne cum eā manēbis?  
Liberī tuī patrem vocant. Nōnne cum eīs manēbis?

RĒGULUS. Nōn manēbō. Neque mātrem liberōrum  
meōrum neque liberōs vīsītābō. Verba vestra et meōrum<sup>7</sup>  
mē numquam permovēbunt. Nōn jam cīvis Rōmānus sum.



REGULUS REFUSING TO ENTER ROME

Quod captivus in potestāte Poenōrum sum, neque dignitatem cīvis Rōmānī neque libertatem jam habeō. Libenter cum lēgātīs in Āfricam revertar.<sup>8</sup> Ibi, quod captivī nōn permūtātī sunt, sine dubiō poenās dabō; tamen revertar; nam jūrejūrāndō obstringor.<sup>9</sup> Supplicium nōn timeō.<sup>10</sup> 5

*A cīvibus et amīcīs sē removet*

## 559.

## Notes

1. *Moenia*, walls; the usual word for the walls of a city. *Mūrus* is the wall of a house; *vāllum* is the rampart of a fortified camp.

2. *Multōs annōs*: study section 560 now.

3. *Poenīs*: both *Poenī* (from which is derived *Punic*) and *Carthāginiēnsēs* are names for the Carthaginians. Find out what

the expression "Punic faith" means. What light does it throw on the character which the Romans attributed to the Carthaginians?

4. **Nōn ignōrat**, *knows well* (lit. *is not ignorant*).

5. **Hostium**: the genitive plural of certain nouns of the third declension, called i-stem nouns, ends in **-ium** instead of **-um**: as, **cīvium**, **hostium**, **urbium**. The genitive plural of important nouns of this type is given in the vocabulary.

6. Remember that **nōli** or **nōlite** with a complementary infinitive expresses a *negative* command (lit. *be unwilling to*).

7. **Meōrum** is used substantively (§ 177, n. 1): *your words and those of my relatives*; more literally, *your words and my relatives*'.

8. **Revertar**, *I shall return*; the future tense of a verb of the third conjugation. What derivative shows the meaning?

9. **Obstringor** = **teneor**. What is a *stringent* regulation?

10. **Regulus** is said to have persisted in his attitude, and to have returned to Africa with the Carthaginian embassy. There he was tortured to death in a horrible manner.

## Grammar

**560. Fourth Use of the Accusative. Extent of Time or Space.** In the sentence "He stayed many years," *many years* tells *how long* he stayed, and we may therefore call the idea *time how long* or *extent of time*. The words are in the objective case, and the usage is sometimes called an adverbial objective to distinguish it from the direct object. Similarly, in the sentence "He marched five miles," *five miles* tells *how far* he marched, and the idea may be called *extent of space*. Extent of time or space may be expressed in English either with or without a preposition: as, "He stayed many years" or "He stayed for many years." But in Latin these ideas are expressed without a preposition. Thus in the reading lesson (page 292, line 5) **multōs annōs** expresses time how long and is in the accusative case without a preposition.

Learn the following statement:

*Time how long, or extent of time, and extent of space are expressed by the accusative case without a preposition.*

## 561.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>senātor</u> , <u>senātōris</u> , <i>m.</i>	senator	<i>senator</i>
<u>cīvis</u> , <u>cīvis</u> (-ium), <i>m.</i>	civic	<i>citizen</i>
<u>scaena</u> , -ae, <i>f.</i>	scene	<i>scene</i>
<u>moenia</u> , -ium, <i>n. plur.</i>		<i>walls</i>
<u>condiciō</u> , <u>condiciōnis</u> , <i>f.</i>	condition	<i>terms</i>
<u>pāx</u> , <u>pācis</u> , <i>f.</i>	pacifist	<i>peace</i>
<u>renūntiō</u> , -āre, -āvī, -ātus		<i>report</i>
<u>occultō</u> , -āre, -āvī, -ātus		<i>conceal</i>
<u>recūsō</u> , -āre, -āvī, -ātus		<i>refuse</i>
<u>ēnūntiō</u> , -āre, -āvī, -ātus		<i>reveal</i>
<u>hostis</u> , <u>hostis</u> (-ium), <i>m.</i>	hostile	<i>enemy</i>
<u>inīquus</u> , -a, -um	<i>in + aequus</i>	<i>unequal, unfair</i>
<u>adulēscēns</u> , -entis (-entium), <i>m.</i>	adolescent	<i>young man</i>
<u>senex</u> , <u>senis</u> , <i>m.</i>	senior	<i>old man</i>
<u>cōfirmō</u> , -āre, -āvī, -ātus	confirm	<i>make firm, arrange</i>
<u>urbs</u> , <u>urbis</u> (-ium), <i>f.</i>	urban	<i>city</i>
<u>potestās</u> , <u>potestātis</u> , <i>f.</i>		<i>power</i>
<u>audeō</u> , -ēre, <u>ausus sum</u>		<i>dare</i>
<u>propinquus</u> , -ī, <i>m.</i>		<i>relative</i>
<u>pater</u> , <u>patris</u> , <i>m.</i>		<i>father</i>
<u>māter</u> , <u>mātris</u> , <i>f.</i>		<i>mother</i>
<u>dignitās</u> , <u>dignitātis</u> , <i>f.</i>	dignity	<i>dignity, honor</i>
<u>libertās</u> , <u>libertātis</u> , <i>f.</i>	liberty	<i>freedom, liberty</i>
<u>supplicium</u> , <u>suppli'cī</u> , <i>n.</i>		<i>punishment</i>

## 562.

## Latin Derivatives

The Suffix *-tās*. The suffix *-tās* has the same force as *-ia* and *-tia* (§ 369). It forms abstract nouns of quality from adjectives: as, dignitās (from dignus, *worthy*), *worthiness*, *worth*, *position*. It usually appears in the English derivative as *-ty*: as, dignitās, *dignity*.

The following nouns in *-tās* have occurred in the reading or are related to words which have occurred. Give the meaning of each and the English derivative in *-ty*, if one exists.

adversitās	cāritās	facultās	libertās	propinquitās
aequitās	celeritās	fēlicitās	necessitās	sānitās
antīquitās	clāritās	gravitās	novitās	sevērītās
brevitās	difficultās	honestās	paucitās	

### 563. Application of Latin to English

1. Explain the meaning of the italicized words:

- He spent his wealth with *munificent* generosity.
- Balboa gave the name *Pacific* to the ocean which he discovered.
- His manner was extremely courteous and *urbane*.
- The *strident* voice of the speaker was audible above the roar.

2. Copy, filling the blanks with derivatives of *nōmen*.

A "name-word" in grammar is called a —; a word standing for a "name-word" is called a —. The convention — Rogers for governor. Mr. Hedges is the — of the other party. A cent is a coin of small —. The various — of the church are distinguished by their names. The subject of a verb is in the — case. That part of a fraction which names the unit of which a certain number is to be taken is the —. Mr. Howard is the — head of the company, but the real control is in other hands. To win a great name is to win —.

3. What do the following French words probably mean?

mur, fille, livre, roi, sept, clair, ami, si, et

4. *Host* illustrates a curious development in meaning. It is derived from *hostis*, *enemy*. Since the chief element to be feared in an enemy was superior numbers, this idea came to be associated with it. Finally the idea of *enemy* dropped out entirely, and thus we can now speak of "a host of friends" without feeling that we are contradicting ourselves.

5. Why is *scene* spelled with *sc*?

## Drill and Review

564. Decline *pāx longa*, *id supplicium dūrum*, *īdem senātor*.

565. Give the genitive plural of *senātor*, *cīvis*, *rēx*, *hostis*, *urbs*, and *condiciō*; the accusative plural of *supplicium*, *caput*, *moenia*, *urbs*, *corpus*, *hostis*, *nōmen*; the ablative plural of *rēx*, *hostis*, *scūtum*, *cīvis*, *corpus*, *servus*, *caput*.

566. Give the present and perfect stems of *cōfirmō*, and make a synopsis of it in the first person plural, active voice.

567. Answer in Latin:

1. Unde vēnērunt (*came*) lēgātī ad Rōmānōs?
2. Quis cum illīs lēgātīs erat?
3. Quot annōs Rēgulus ā Poenīs retentus erat?
4. Cūr condiciōnēs inīquae erant?

568. Write in Latin:

1. Citizens, hurry to the walls of our city. 2. Today both old men and young men ought to fight in defense of (*prō*) this city. 3. It is your duty to fight against the enemy. 4. The enemy are many, and great has been their power. 5. We shall never make peace with them; nor shall we give them fair conditions of peace. 6. If you fight bravely, victory will be your reward. 7. Do not despair!

569. Proceed as in previous exercises:

1. Officium hominis est cīvem bonum esse. 2. Pāx vōbīs-cum! 3. Athēnae et Sparta et Corinthus urbēs Graeciae fuērunt; ōlim magna erat potestās illārum urbium. 4. Nostri lēgātī pācem cum hostibus cōfirmāvērunt. 5. Quod captīvus Poenōrum erat Rēgulus, dignitātem cīvis Rōmāni nōn habēbat. 6. Reliquī captīvī ab hostibus occultātī erant. 7. Novīs legiōnibus imperia ducis renūtiāta sunt. 8. Nōn inīqua est potestās patris mātrisque. 9. Caput adulēscētis vulnerātum erat. 10. Sōlem clārum in caelō hominēs vīdērunt. 11. Cōsilia vestra ēnūntiāre nōn audeō.



## LESSON 50

### APPIUS CLAUDIUS, THE BLIND CENSOR

The Romans always related with pride certain incidents of the war with Pyrrhus which displayed the Roman character at its best. Cineas, as envoy of Pyrrhus, went to Rome at the time when Pyrrhus was trying to make peace with the Romans. The constancy of the Romans under the vigorous leadership of Appius Claudius was more than a match for the smooth-tongued Greek, who returned to his master with the impression that the Roman Senate was an assembly of kings.\*

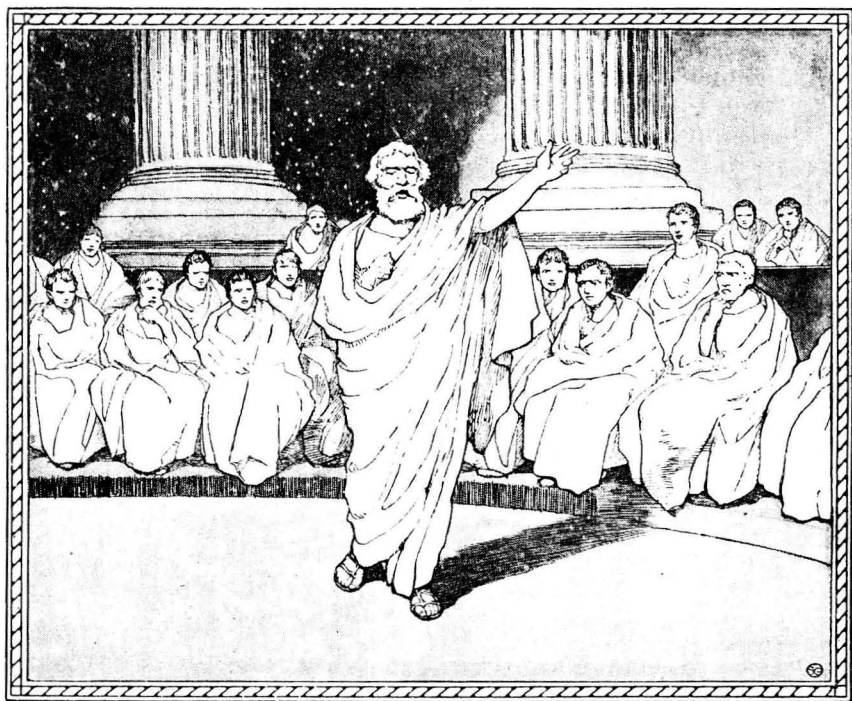
Give all the possible forms of *potestās*, *aequās*, *clāmās*; *contrā*, *aedificia*, *ēloquentiā*; *animus*, *prīncipum*, *multum*, *hostium*; *rēgum*, *rēgem*.

570. Pyrrhus *contrā* Rōmānōs quīnque annōs pugnāvit. Prīmō annō<sup>1</sup> bellī Rōmānōs superāvit. In illō proeliō milītēs Rōmānī, ut nārrāvimus, sub potestāte Valerī cōsulis erant. Propter hanc victōriam Pyrrhus proximō  
5 annō in animō habuit pācem et amīcitiam cum Rōmānīs cōfirmāre.

Itaque lēgātum, nōmine Cīneam, virum magnae facultātis, dē pāce Rōmam mīsīt.<sup>2</sup> Cīneās, homō animī callidī, erat familiāris rēgis et multum apud eum valēbat.<sup>3</sup> Dīcere  
10 solēbat<sup>4</sup> Pyrrhus, "Plūrēs<sup>5</sup> urbēs ēloquentiā Cīneae quam proeliō armisque occupāvī." Sed pācem et amīcitiam cum Rōmānīs cōfirmāre erat negōtium summae difficultātis.

Prīmō Cīneās domicilia prīncipum cum dōnīs pretiōsīs vīsītāvit. Nusquam autem grāta erant eius dōna; nōn  
15 solum ā virīs sed etiam ā mātērōnīs sprēta sunt<sup>6</sup> eius mūnera.

\* The story of Appius Claudius and Cineas is told in Harding's "The City of the Seven Hills," pp. 119-121.



APPIUS CLAUDIUS OPPOSES THE TERMS OF PYRRHUS

Deinde in cūriā <sup>7</sup> virtūtem rēgis et bonum in Rōmānōs animum et aequās condiōnēs laudāvit. Verbīs eius senātōrēs primō mōtī sunt. Sed Appius Claudius, vir maximae dignitātis, <sup>8</sup> quī propter senectūtem et caecitātem (*blindness*) ā cūriā abstinēre (*to stay away from*) solēbat, <sup>5</sup> lecticā in cūriam portātus est. Ibi senex ōrātiōnem contrā condiōnēs habuit <sup>9</sup> et pācem dissuāsīt. <sup>10</sup> Senātōrēs tum lēgātō respondērunt, “Dōnec rēx ex Italiā properāverit, cum illō nūllam pācem habēbimus.”

Cum hōc respōnsō Cīneās ad rēgem revertit. <sup>11</sup> “Quālis <sup>12</sup> <sup>10</sup> urbs est Rōma?” rogāvit Pyrrhus. “Rōma est templum,” respondit lēgātus, “et senātōrēs sunt rēgēs.”

## 571.

## Notes

1. *Primō annō*, *in* or *during* the first year. Study section 572 now.
2. *Rōmam mīsit*, *sent to Rome*. Note the omission of the preposition. Study section 573 now.
3. *Multum valēbat*, *had much influence*.
4. *Dicere solēbat*, *was accustomed to say*.
5. *Plūrēs*, *more*. Why is the *plural* number so called?
6. *Sprēta sunt*, *were spurned*.
7. *Cūriā*, *the Senate-house*. The regular place of meeting was the Curia Hostilia. Sometimes the Senate met in temples.
8. Appius Claudius the Blind was an able soldier and statesman. He began the construction of the Appian Way.
9. *Habuit*, *delivered*.
10. *Dissuāsit*, *advised against*. What does *dissuade* mean?
11. *Revertit*, *returned*.
12. *Quālis*, *what sort of*? What does *quality* mean?

## Grammar

**572. Tenth Use of the Ablative. Time.** In the sentence "I shall go next year," *next year* tells *when* I shall go. We may, therefore, call the idea *time when*. It is in the objective case, and is sometimes called an adverbial objective. It tells something quite different from *time how long*, and the two ideas are expressed differently in Latin. The idea may be expressed in English either with or without a preposition: as, "I saw him the first day" or "I saw him on the first day." In Latin it is usually expressed *without* a preposition.

Learn the following statement:

*Time when* is expressed by the ablative case without a preposition.

**573. Fifth Use of the Accusative. Place to Which.** You have frequently met the accusative in phrases introduced by *ad* or *in* with verbs of motion. These phrases have expressed the *place to which* some person or thing was moving. Learn the statement on the following page:

*Place to which* is expressed by the accusative with *ad* or *in*, but the preposition is omitted when the place is the name of a city or town and when *dōmum*, home, and *rūs*, country, are used (as, *Rōmam revertit, he returned to Rome*).

## 574.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>sub</u> , <i>prep. with abl.</i>	<i>subway</i>	<i>under</i>
<u>amīcītia</u> , -ae, <i>f.</i>	<i>amīcus</i>	<i>friendship</i>
<u>facultās</u> , <i>facultātis, f.</i>	<i>faculty</i>	<i>skill</i>
<u>familiāris</u> , <i>familiāris, m.</i>	<i>familiar, familia</i>	<i>intimate friend</i>
<u>ēloquentia</u> , -ae, <i>f.</i>	<i>eloquence</i>	<i>eloquence</i>
<u>difficultās</u> , <i>difficultātis, f.</i>	<i>difficulty</i>	<i>difficulty</i>
<u>domicīlium</u> , <i>domicī'li, n.</i>	<i>domicile</i>	<i>home</i>
<u>prīnceps</u> , <i>prīncipis, m.</i>	<i>principal</i>	<i>leader, head</i>
<u>nusquam</u> , <i>adv.</i>		<i>nowhere</i>
<u>virtūs</u> , <i>virtūtis, f.</i>	<i>vir</i>	<i>courage, manliness, valor</i>
<u>senectūs</u> , <i>senectūtis, f.</i>	<i>senex</i>	<i>old age</i>
<u>ōrātiō</u> , <i>ōrātiōnis, f.</i>	<i>oration, ōrō</i>	<i>speech, oration</i>
<u>respōnsum</u> , -ī, <i>n.</i>	<i>response, respondeō</i>	<i>reply</i>

## 575.

## Simple and Compound Verbs

The following group of words consists of the simple verb *teneō* and compound verbs formed by adding prefixes to it (§ 272, 2). Study them as a group and learn their meanings.

<i>teneō</i>	<i>tenēre</i>	<i>tenuī</i>	<i>-tentus</i>	<i>hold</i>
<i>obtineō</i>	<i>obtinēre</i>	<i>obtinuī</i>	<i>obtentus</i>	<i>hold fast, obtain, secure</i>
<i>retineō</i>	<i>retinēre</i>	<i>retinuī</i>	<i>retentus</i>	<i>hold back, keep</i>
<i>abstineō</i>	<i>abstinēre</i>	<i>abstinuī</i>	<i>abstentus</i>	<i>hold from, stay away from</i>
<i>contineō</i>	<i>continēre</i>	<i>continuī</i>	<i>contentus</i>	<i>hold together, contain, restrain</i>
<i>pertineō</i>	<i>pertinēre</i>	<i>pertinuī</i>	<i>pertentus</i>	<i>extend to, pertain</i>
<i>sustineō</i>	<i>sustinēre</i>	<i>sustinuī</i>	<i>sustentus</i>	<i>endure, withstand</i>

Observe that the first *e* of *teneō* changes to *i* in the first three principal parts of the compound verbs.

**576. The Stems of Nouns of the Third Declension in English Derivatives.** The nominative case of a Latin noun of the third declension frequently does not show the spelling of the stem that is found in the genitive and other cases. For each of the following nouns learn the English derivative which preserves the stem, and give the genitive singular.

LATIN NOUN	DERIVATIVE	GENITIVE SINGULAR
nōmen	nomin-ate	<i>nōminis</i>
caput	capit-al	<i>capitis</i>
pāx	pac-ify	<i>pācis</i>
rēx	reg-al	<i>rēgis</i>
dux	duc-al	<i>ducis</i>
prīnceps	princip-al	<i>prīncipis</i>
ōrātiō	oration	<i>ōrātiōnis</i>
legiō	legion	<i>legiōnis</i>
rādix	radic-al	<i>rādīcis</i>

### 577. Application of Latin to English

1. Explain the meaning of the italicized words:

- The man was calm and *unemotional*.
- A new *interurban* league has been organized.
- He was greeted with the utmost *civility*.
- The spirit of the organization was highly *militant*.
- He urged *abstention* from certain foods.

2. *Stringere*, to draw tight, to bind, has several derivatives based upon two forms of the root, **string-** and **strict-**. A *stringent* regulation is binding, and hence rigid. *Restrictive* measures draw tight, and hence limit one's actions. When a dog *strains* (from French) at his leash, he draws it tight. An *astringent* lotion draws the skin tight. *Strict* enforcement of the law draws tight, as opposed to a *lax* enforcement (from *laxus*, loose). Explain *constriction* and *strait*.

3. *Insolent* is derived from *in-*, not, and *solēre*, to be accustomed. Thus *insolent* meant originally "not in accordance

with custom," "unusual"; and "to act insolently" meant to behave in a manner contrary to established custom. Hence *insolent* came to mean disrespectful, rude, insulting.

### Drill and Review

**578.** Explain the method of expressing time in each of the following sentences; then translate:

1. Cotidiē puer Rōmānus ad lūdum properābat. 2. Per viās cum paedagōgō (*attendant*) primā hōrā ambulābat. 3. In lūdō multās hōrās manēbat. 4. Secundā hōrā magister eī fābulam nārrābat. 5. Tertiā hōrā in tabellis scribēbat (*he used to write*).

**579.** Write in Latin the italicized words:

1. Troy was besieged *ten years*. 2. *In the tenth year* the city was captured. 3. *In which year* did the Greeks return to Greece? 4. *How many years* were the Greeks in Asia? 5. *In the last (proximus) year* the Trojan Horse was built. 6. *That year* many men were killed.

**580.** Answer in Latin:

1. Quot annōs Pyrrhus contrā Rōmānōs pugnāvit?
2. Quō annō Rōmānōs ille superāvit?
3. Quem Pyrrhus ad urbem mīsit?
4. Quō modō dōna Cīneae ā Rōmānīs recepta sunt (*received*)?
5. Quis ōrātiōnem contrā condiōnēs Pyrrhī habuit?

**581.** Proceed as in previous exercises:

1. Virtūs adulēscēntium hanc urbem servāvit. 2. Cicerō in forō Rōmānō multās ōrātiōnēs habuit; hīs ōrātiōnibus operam in lūdīs nostrīs hodiē damus. 3. Ēloquentia eius nōta est. 4. Poenī cōpiās suās ex Italiā tertiō annō bellī revocāvērunt; ita Rōmānī periculō liberātī sunt. 5. Cīneās mūnera Rōmānīs dare nōn dubitāvit. 6. Virtūtem suōrum mīlitum saepe laudāvit. 7. Amīcitia multōrum summum bonum est. 8. Nōn gladiīs, sed audāciā animī servātī estis. 9. Trēs hōrās in tricliniō erimus.

## REVIEW 10

## 582.

## Vocabulary Review

The following list contains the words of Lessons 46–50 that are for permanent retention:

285. amicitia	300. hostis	315. praemium
286. audeō	301. inīquus	316. primus
287. caput	302. libertās	317. princeps
288. cīvis	303. māter	318. removeō
289. condiciō	304. miles	319. renūntiō
290. cōfirmō	305. nātūra	320. rēx
291. cōsul	306. negōtium	321. sōl
292. corpus	307. nōmen	322. sub
293. difficultās	308. occultō	323. suus
294. dignitās	309. officium	324. urbs
295. dux	310. ōrātiō	325. vērus
296. ēnūntiō	311. pater	326. virtūs
297. exīstimō	312. pāx	327. vulnus
298. facultās	313. pertineō	
299. homō	314. potestās	

## 583.

## Grammar Review

From the last five lessons you should have learned :

1. The use of the reflexive adjectives, especially *suus*.
2. A third use of the infinitive — as the complement of another verb.
3. A fourth use of the accusative — extent of time and of space.
4. A fifth use of the accusative — place to which.
5. A tenth use of the ablative — time when something takes place.
6. The case endings and the inflection of nouns of the third declension.

Decline *hic princeps clārus, virtūs eius, ōrātiō prīma*.

Are you sure that you are now able to identify two uses of the genitive, two of the dative, five of the accusative, and ten of the ablative?

Tell the case (or cases) of sōlem, corporum, dignitātis, urbēs, cīvium, condiōnēs, capitī, adulēscēte, cōsulem, patri-bus, explōrātōre, vulneribus, nōmina, mūneris, potestātem, homō, ōrātiōnum, difficultātibus, legiōnēs, moenia, rēgis, pāce.

584.

## Sight Translation

## A ROMAN OF CHARACTER

Apud Rōmānōs antīquōs frūgālītās (*frugality*), fortitūdō (*bravery*), abstinētia (*self-restraint*), dignitās exīstimā-bantur virtūtēs cīvis vērī et facultātēs. Itaque hominibus quī (*who*) hās virtūtēs possidēbant potestās magna atque officia pūblica ā populō Rōmānō dabantur.

5

Inter bonōs cīvēs Rōmānōs Curius Dentātus, frūgālītātis fortitūdinisque perfectissimum (*most perfect*) specimen, semper probābātur et laudābātur. Quod vērū Rōmānus exīstimābātur neque prō libertāte patriae pugnāre dubitābat, bis cōsul ā cīvibus suis creātus est.

10

Prīmum Samnītēs, quōrum (*whose*) agrī ad terrās Rōmānās pertinēbant, quibuscum (*with whom*) milītēs Rōmānī multōs annōs pugnāverant, facile superāvit et populō Rōmānō victōriam renūtiāvit. Hōc proeliō Samnītēs sub potestātem populī Rōmānī redāctī sunt (*were brought*). 15 Post illud bellum hostēs lēgātōs suōs in domicilium eius aurum portāre jussērunt et eum multā pecūniā temptāre audēbant. Per ōrātiōnem hōrum lēgātōrum ille prope focum herbās (*herbs*) cēnābat. "Tuum," inquit princeps lēgātōrum, "erit hoc aurum, sī nōbiscum amicitiam et 20 pācem cōfirmāveris."

Dentātus rīsīt. Et negōtium et praemium recūsāvit. "Frūgālītātem vitāe meae vidētis," respondit, "sed vestrae condiōnēs mē nullō modō movent. Hoc Samnītibus



ēnūntiāte: 'Dentātus regere (*to rule*) eōs quī (*who*) dīvitiās (*riches*) possident quam (*than*) ipse dīvitiās possidere māvult (*prefers*).'"

Posteā Pyrrhum, ducem illum Graecōrum, bellō superā-  
5 vit et multam praedam propter victōriam Rōmam portāvit.  
Populus Rōmānus partem illius praedae, praemium duci  
ēgregiō idōneum, Curiō dare spērāvit. Ille autem prae-  
mium recūsāvit. Ubi cīvēs eī lātōs agrōs dare parāvērunt,  
Dentātus idem spatium agrī pūblicī quod (*as*) mīlitī ā  
10 cīvibus grātis datum est sibi dēsīderāvit.

## 585.

## Derivation

1. Give the Latin word (and its meaning) from which each of the following words is derived: *negotiate*, *officious*, *studious*, *natural*, *prima donna*, *primeval*, *militia*, *militant*, *verity*, *suburban*, *abstain*, *enunciation*, *faculty*, *civil*, *patrimony*, *maternal*, *veritable*, *medical*, *remunerate*, *liberty*, *pacific*, *nihilist*, *herb*, *hostility*, *decapitate*, *honesty*, *paternal*, *renounce*, *urbane*.

2. Collect as many English derivatives as possible from *nūntiō*.

## LESSON 51 (Optional)

### THE GAULS IN ROME

In 390 B.C. the Romans were overwhelmingly defeated by the Gauls of northern Italy. The battle took place about eleven miles from Rome. Rome was panic-stricken. Some people left the city. The Vestal Virgins carried the sacred fire to a neighboring place. But the patricians, too proud to run away, gathered in the Capitol to await the arrival of the Gauls; and the senators put on their robes of office and took seats in or near the Forum, ready to receive the enemy with Roman dignity.\*

Give all possible forms of *eō*, *bellō*, *homō*, *illō*, *primō*, *hōc*; *agrōs*, *vōs*; *sē*, *tempore*, *forte*; *Gallī*, *illī*, *ibī*, *capitī*.

586. *Nōn semper bona in bellō erat fortūna cīvitātis Rōmānae; intērdum adversa erat.*

*Ōlim Gallī, gēns barbara et valida, agrōs Etrūscōrum occupāverant et retinuerant. Eōdem tempore agrōs Rōmānōrum obtinēre parābant. Mōs Rōmānōrum fuerat magnō in periculō dictātōrem<sup>1</sup> creāre. Illō autem tempore dictātor nōn creātus est, quod cīvēs periculum nōn timēbant. Mīlitēs Rōmānī igitur sine ōrdine atque cōsiliō pugnāvērunt neque hostēs sustinuērunt. Ad Alliam flūmen ā barbarīs superātī sunt. Magna pars cōpiārum Rōmānārum aut necāta est aut fugāta est. Reliqua pars in urbem Rōmam properāvit.*

*Postquam adversum proelium prōnūntiātum est, popu-*

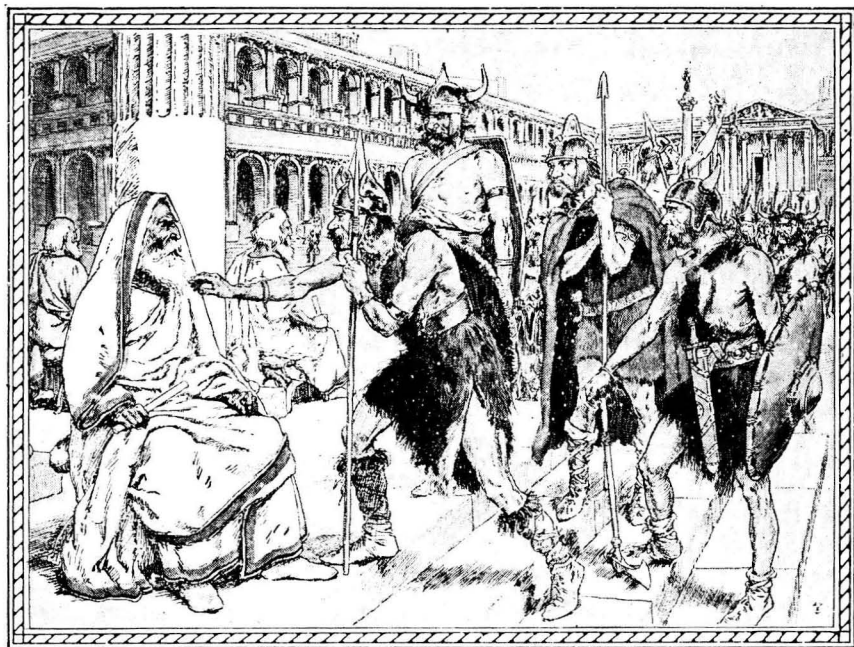
\* The story of the Gauls in Rome is told in the following books:

HAAREN and POLAND. Famous Men of Rome, pp. 87-95.

GUERBER. The Story of the Romans, pp. 104-106.

TAPPAN. The Story of the Roman People, pp. 52-54.

HARDING. The City of the Seven Hills, pp. 91-97.



#### THE GAULS APPROACH THE AGED SENATORS

Note the horns of animals with which the Gauls decorated their helmets to increase the terror inspired by their wild appearance

lus Rōmānus magnō timōre commōtus est. Multī cum bonīs<sup>2</sup> ex urbe in oppida vīcīna fūgērunt (*fled*). Sed patrēs in arcem et Capitōlium<sup>3</sup> sē congregāvērunt, ubi sē dēfendere<sup>4</sup> parāvērunt. Senēs summae dignitātis in arcem  
5 intrāre vel in fugam sē dare recūsāvērunt. In animō habēbant in vestibulīs suārum aedium manēre et ibi hostēs et mortem expectāre.

Posterō diē<sup>5</sup> Gallī in urbem intrāvērunt. Quid vīdērunt? Senātōrēs honōrum īsignibus ōrnātī<sup>6</sup> sedēbant. Eōs velut  
10 simulācra deōrum Gallī spectābant. Forte ūnus ex Gallīs barbam (*beard*) senis Papīrī permulsit (*stroked*). Statim ille irātus caput Gallī scīpiōne<sup>7</sup> incussit (*struck*). Gallus

Papīrium necāvit. Hoc erat initium caedis (of slaughter), et reliquī senēs in sellīs suis necātī sunt. Urbs igni<sup>8</sup> vāstāta est.

587.

## Notes

1. The consuls, who held office for one year, exercised their authority month by month in turn. In time of war one consul was usually with the army, and the other ruled in the city. This arrangement was found awkward when the state was beset by a great danger. Then the Senate directed one of the consuls to name a dictator, who should have sole power in the state.

2. Cum bonīs, with their property (goods). How is bonīs used?

3. It was while the Romans were being besieged on the Capitoline Hill that they were saved by the cackling of the sacred geese in the temple of Juno (§ 825).

4. Dēfendere, to defend.

5. Posterō diē, the next day; ablative case.

6. Ōrnātī, adorned; a perfect passive participle, in the nominative case modifying the subject senātōrēs, and in turn modified by an ablative of means. The senators put on their togas and took seats near the Forum.

7. Scīpiōne, scepter. The senator had an ivory-headed staff.

8. Ignis is an i-stem noun of the third declension, like hostis. The ablative singular ends in -ī instead of -e; the genitive plural has -ium instead of -um. See section 559, note 5.

*habere unum annum - her - infensio etc.*

588.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<i>recūsō, are.</i> cīvītās, cīvītātis, f.	cīvis	state
gēns, gentis (-ium), f.		tribe, nation, clan
tempus, temporis, n.	temporary	time
mōs, mōris, m.		custom
dictātor, dictātōris, m.	dictator	dictator
ōrdō, ordinis, m.	order	rank, order
sustineō, -ēre, -uī, -tentus		withstand
flūmen, flūminis, n.		river

*P. la. tās - ...*

NEW WORD	RELATED WORD	MEANING
<u>pars</u> , partis (-ium), <i>f.</i>	part	<i>part</i>
<u>fugō</u> , -āre, -āvī, -ātus	<i>fuga</i>	<i>put to flight</i>
<u>timor</u> , timōris, <i>m.</i>	<i>timeō</i>	<i>fear, terror</i>
<u>commoveō</u> , -ēre, -mōvī, -mōtus	commotion, <i>con + moveō</i>	<i>disturb</i>
<u>vīcīnus</u> , -a, -um	vicinity, <i>vīcīnus</i>	<i>neighboring</i>
<u>arx</u> , arcis (-ium), <i>f.</i>		<i>citadel</i>
<u>aedēs</u> , -ium, <i>f. plur.</i>	edifice, <i>aedificō</i>	<i>building, house</i>
<u>mors</u> , mortis (-ium), <i>f.</i>	immortal	<i>death</i>
<u>honor</u> , honōris, <i>m.</i>	honor	<i>honor, office</i>
<u>insigne</u> , insignis (-ium), <i>n.</i>	insignia	<i>decoration, badge</i>
<u>ignis</u> , ignis (-ium), <i>m.</i>	ignite	<i>fire</i> <sup>as in light</sup> <del>con de con</del>

## 589.

## Latin Derivatives

The Suffix *-tiō* (*-siō*). The suffix *-tiō* makes a noun from a verb, and means the *act* or the *result of the act* expressed by the verb. Thus *appellātiō* (from *appellāre*) may mean the act of naming or the result of naming, that is, the name itself. The corresponding English (Anglo-Saxon) suffix is *-ing*: as, *nāvigātiō*, *a sailing*. The suffix *-tiō* appears in English as *-tion*: as, *appellation*, *exclamation*. Words in *-tor* and *-tiō* from the same verb are common: as, *nārrātor*, *nārrātiō*.

Give the meaning of the following words:

auctiō	expectātiō	liberātiō
cōfirmātiō	habitātiō	mōtiō

In what letter do the English forms of these words end? Since the derivative shows the stem, you can form the nominative and genitive singular of the Latin noun from any English word in *-tion*. Thus the word *petition* indicates a Latin noun *petitiō* (nom.), *petitiōnis* (gen.). Give these cases of the Latin nouns corresponding to the following words:

action, eruption, munition, station

The suffix **-tiō** is really **-iō**, and gets the **t** (as **-tor** also does) from the participial stem, which usually ends in **-t**: as, **vocāt-iō**, **nārrāt-iō**. If the participial stem ends in **-s**, as in **vīsus** (from **videō**), the suffix is **-siō**: as, **vīsiō**; in English, *vision*.

This fact will help you to remember whether the last principal part of a Latin verb ends in **-tus** or **-sus**. If the English word ends in **-tion**, the perfect passive participle ends in **-tus**; if in **-sion**, the participle ends in **-sus**. Derivatives in **-ation** (Latin, **-ātiō**) come from verbs of the first conjugation, as indicated by the presence of *a*, the stem vowel of the first conjugation. Give the last principal parts of the verbs represented in the first of the above lists.

## 590. Application of Latin to English

### 1. Explain the meaning of the italicized words:

- a. It is necessary that the referee be *impartial*.
- b. The mill was supplied with water by a *flume*.
- c. The judge required a pledge of *abstinence*.

2. *Fugacious*, from *fugere*, to flee, means having a tendency to flee, fleeting, transitory: as, "fugacious joys," "a fugacious possession." The Latin is *fugāx*; **-āx** regularly gives the unnecessarily long English ending **-acious**.

3. Study the following derivatives of *ōrdō*, *order*, *rank*. An *ordinal* numeral is one which shows the order, or rank, as *first*, *second*, *third*, etc., in distinction from the cardinals, *one*, *two*, *three*, etc. *Coördinate* clauses have the same (*con*-) rank. A *subordinate* clause is one which ranks under another. An *ordinary* event is one in accordance with the usual order of things, regular. An *extraordinary* victory is one beyond (*extra*-) the usual order of things. To *ordain* is to set in order, and hence to issue a command. An *ordinance* of a common council is a setting of something in order, a local regulation; for example, an ordinance prohibiting fireworks.

4. From *pars*, *part*, come *particle*, *partial*, *participate*, *participle*, *partake*, *partisan*, *partition*, *apartment*, *compartment*, *partner*, *parcel*. *Pars* appears directly in English with the spelling *parse*, which means literally to give the parts of speech.

### Drill and Review

**591.** Review the present indicative active of the model verbs of the first and second conjugations (Appendix, page 25), and the present of *sum* (Appendix, page 31). What are the three stems of *abstineō* and of *cōfirmō*? Where do you find them?

**592.** Answer in Latin:

1. Quōrum agrōs Gallī occupāverant?
2. Quōrum agrōs occupāre parābant?
3. Cūr Rōmānī dictātōrem tum nōn creāvērunt?
4. Quō modō Rōmānī cum Gallīs pugnāvērunt?
5. Quō Rōmānī post proelium fūgērunt?
6. Quō in locō Rōmānī ā Gallīs superātī sunt?

**593.** (a) Express in Latin the italicized words:

1. Across *that river* was a town.
2. That town was *in our state*.
3. A *part of that state* had been laid waste.
4. At *that time* there was great fear *among those nations*.
5. The Romans were *in the first rank* of soldiers and did not fear *death*.

(b) Write in Latin:

1. The terms of peace will be unfair.
2. That year the enemy were fighting with us.
3. Who announced the victory to the king?
4. His wound was on the head.
5. Rewards will be given to those men.
6. We shall remain ten hours in the city.
7. We shall hasten to Rome.
8. I do not dare to announce the names of the leaders.

## LESSON 52

### THE FABII, OR HOW A WHOLE GENS SACRIFICED ITSELF FOR THE ROMAN STATE

At one time the people of Veii made frequent raids into the Roman lands, promptly withdrawing at the sight of the Roman legions. The Fabian gens offered to undertake the defense of the frontier and so leave the legions free for service elsewhere. They were successful; but their success made them careless, and they fell into a trap set by their enemy. They were surrounded and all were killed.\*

Give all the possible forms of *mōs, annōs, vōs; gentī, ignī, eī; cīvitatīs, Rōmānīs, habētis; hostium, praesidium, populum.*

**594.** Haec est fābula dē fortitūdine gentis<sup>1</sup> Fabiōrum.

Vēientēs<sup>2</sup> hostēs cīvitatīs Rōmānae sunt. Tamen neque bellum apertum (*open*) gerunt<sup>3</sup> neque pācem cum Rōmānīs habent. In proeliō pugnāre recūsant, sed eōdem tempore agrōs Rōmānōrum saepe vāstant. Sī Rōmānī legiōnēs 5 contrā eōs mittunt, Vēientēs in finibus suis manent; sī Rōmānī legiōnēs nōn mittunt, Vēientēs cōpiās suās prōdūcunt et in finēs eōrum veniunt.<sup>4</sup> Rōmānī sē nōn jam continent, sed finem hārum contumēliārum (*insults*) petunt.

10

Tum Fabius, cōsul et vir maximae virtūtis, in senātum<sup>5</sup> venit et ita dicit: "Prō gente Fabiōrum dīcō. Vōs bellum cum Aequīs et Volscīs et Sabīnīs geritis; legiōnēs igitur Rōmānae in finibus illōrum hostium<sup>6</sup> esse dēbent. Parvum

\* The story of the Fabian gens may be found in the following books:

HAAREN and POLAND. Famous Men of Rome, pp. 72-75.

HARDING. The City of the Seven Hills, pp. 59-64.





THE FABII MARCHING OUT OF ROME

praesidium prope finēs Vēientium necesse est. Nostrae gentī hoc bellum quod (*which*) cum Vēientibus geritis date. In animō habēmus nostrō sūmptū<sup>7</sup> bellum gerere; nec mīlitēs vestrōs nec pecūniam nec subsidia petimus.  
 5 Nōbīs hoc negōtium date. Nōs magnitūdō negōtī nōn terret."

Senātōrēs ōrātiōnem eius audiunt et probant. Eī et gentī eius grātiās agunt. Posterō diē Fabiī numerō ad<sup>8</sup> sex et trecentōs mīlitēs sē armant et ex urbe excēdunt.

10 Nunc Vēientēs bellum apertum cum Fabiīs gerēbant, neque ex finibus suis in finēs Rōmānōrum veniēbant. Rōmānī magnō gaudiō dē victōriīs parvae gentis audiēbant.

Dēnique Fabiī, superbī propter crēbrās (*frequent*) victōriās, nūllā cum cūrā procul ā castrīs per agrōs

Vēientium errābant, ubi īnsīdiae ignōtae ab hostibus locātae erant. Subitō undique circum sē hostēs armātōs vidērunt. Quamquam (*Although*) fortiter pugnāvērunt atque tēla hostium sustinuērunt, omnēs (*all*) ad ūnum<sup>9</sup> necātī sunt.

5

## 595.

## Notes

1. *Gēns* is here used in its special sense of a Roman *clan*.
2. *Vēientēs*, *the people of Veii*. See the map, page 255.
3. *Gerunt* is present indicative. Observe that it ends neither in *-ant*, like verbs of the first conjugation, nor in *-ent*, like verbs of the second conjugation. It is a verb of the third conjugation. Study section 596 now.
4. Observe that *veniunt* ends in *-iunt*. It is a verb of the fourth conjugation. Study section 596 again.
5. *Senātus* is a noun of the fourth declension. The accusative singular ends in *-um*, as in nouns of the second declension.
6. *Hostis* is an *i*-stem noun, with a genitive plural in *-ium*.
7. *Nostrō sūmptū*, *at our expense*. *Sūmptū* is a noun of the fourth declension in the ablative singular. Note the ending.
8. *Numerō ad*, *to the number of*. Our abbreviation *No.* stands for *numerō*.
9. *Ad ūnum*, *to a man* (lit. *to one*).

## Grammar

**596. The Third and Fourth Conjugations.** The present active infinitives of the four conjugations end respectively in *-āre*, *-ēre*, *-ere*, *-ire*: *as*, *amāre*, *to love*; *habēre*, *to have*; *dīcere*, *to say*; *venīre*, *to come*. The stem vowels by which they are distinguished are, therefore, *ā*, *ē*, *e*, *i*, which you find by dropping *-re* from the present active infinitive. Of these four conjugations the one to which you will need to give the greatest amount of attention is the third.

The stem vowel of the third conjugation (*e*) differs only in quantity from that of the second (*ē*). We might expect to find considerable similarity between these two conjugations,

but, instead, it is the third and fourth that are much alike. They are to be studied together.

Examine carefully the present tenses of *dūcō*, *dūcere*, *lead* (third conjugation), and *audiō*, *audire*, *hear* (fourth conjugation), given below. Note that the stem vowel *e* of the third conjugation does not appear in any of the forms, but has been dropped in the first singular, and changed to *u* in the third plural and to *i* in all other forms. Thus the inflection of *dūcō* resembles that of *audiō*. Note carefully, however, that the *i* of *audiō* is long in certain forms and is retained in the first singular and the third plural.

PRESENT ACTIVE OF *dūcō* (THIRD CONJUGATION) AND OF *audiō*  
(FOURTH CONJUGATION)

*Singular*

1. *dūcō*, *I lead, am leading*
2. *dūcis*, *you lead, are leading*
3. *dūcit*, *he leads, is leading*

*Singular*

1. *audiō*, *I hear, am hearing*
2. *audīs*, *you hear, are hearing*
3. *audit*, *he hears, is hearing*

*Plural*

1. *dūcimus*, *we lead, etc.*
2. *dūcitis*, *you lead, etc.*
3. *dūcunt*, *they lead, etc.*

*Plural*

1. *audimus*, *we hear, etc.*
2. *auditis*, *you hear, etc.*
3. *audiunt*, *they hear, etc.*

Observe that in *audiō* the long stem vowel *ī* is shortened before another vowel and before final *t*. Similar changes occur in the second conjugation. Observe also the *u* inserted after *i* in the third plural, making it still more like the corresponding form of *dūcō*. The future tense of *sum* has the same set of endings as the present tense of *dūcō*.

PAST PROGRESSIVE (IMPERFECT) OF *dūcō* AND OF *audiō*

*dūcēbam*, *I was leading*

*audiēbam*, *I was hearing*

Give the other forms of this tense. If you have any difficulty, consult the model verbs in the Appendix, page 26. Then inflect other verbs from section 597.

## 597.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>fortitūdō</u> , <u>fortitūdinis</u> , <i>f.</i>	fortitude	<i>bravery</i>
<u>gerō</u> , <u>gerere</u> , <u>gessī</u> , <u>gestus</u>		<i>carry on, wear; with bellum, wage</i>
<u>dūcō</u> , <u>dūcere</u> , <u>dūxī</u> , <u>ductus</u>	<i>dux</i>	<i>lead</i>
<u>mittō</u> , <u>mittere</u> , <u>mīsī</u> , <u>missus</u>	remit	<i>send</i>
<u>finis</u> , <u>finis</u> (-ium), <i>m.</i>	final, finis	<i>end; plur., territory</i>
<u>prōdūcō</u> , -ere, -dūxī, -ductus		<i>lead forward</i>
<u>veniō</u> , <u>venīre</u> , <u>vēnī</u> , <u>ventus</u>	convention	<i>come</i>
<u>contineō</u> , -ēre, -uī, -tentus		<i>hold together, contain, check</i>
<u>petō</u> , <u>petere</u> , <u>petīvī</u> , <u>petitus</u>	petition	<i>seek, ask</i>
<u>dīcō</u> , <u>dīcere</u> , <u>dīxī</u> , <u>dictus</u>	contradict	<i>say, tell, speak</i>
<u>necesse</u> , <i>indecl. adj.</i>	necessity	<i>necessary</i>
<u>subsidiū</u> , <u>subsī'dī</u> , <i>n.</i>	subsidy	<i>help</i>
<u>magnitūdō</u> , -inis, <i>f.</i>		<i>greatness, size</i>
<u>audiō</u> , <u>audīre</u> , <u>audīvī</u> , <u>audītus</u>	audible	<i>hear</i>
<u>agō</u> , <u>agere</u> , <u>ēgī</u> , <u>āctus</u>	action	<i>drive, do; grātiās agere, thank</i>
<u>excēdō</u> , <u>excēdere</u> , <u>ex-</u> <u>cessī</u> , <u>excessus</u>		<i>go away, depart</i>
<u>undique</u> , <i>adv.</i>		<i>on all sides, from all sides</i>

## 598.

## Latin Derivatives

The Suffix *-tūdō*. The suffix *-tūdō* forms abstract nouns of quality from adjectives: as, *altitūdō* (from *altus*), *height*. It appears in English as *-tude*; for example, *altitude*.

Give the original Latin nouns (with their meanings) from which are derived *longitude*, *latitude*, *pulchritude*, *amplitude*, *fortitude*, *magnitude*, *mullitude*.

Note that the stem of *fortitūdō* is *fortitūdin-*, and the genitive singular, *fortitūdinis*. This is *not* shown by the English derivative *fortitude*.

### 599. Application of Latin to English

1. Explain the meaning of the italicized words:

- a. Certain companies are *subsidized* by the government.
- b. He found many *competitors* in his new enterprise.
- c. We were entertained at a *sumptuous* banquet.

2. *Dūcere*, to lead, has bequeathed to English a larger number of derivatives than any other Latin word. Make up a list of all you can think of. Make use of the following prefixes: *ab-*, *ad-*, *con-*, *de-*, *ex-*, *in-*, *intro-*, *pro-*, *re-*, *sub-*, *trans-*. See section 272. Try to see the idea of *leading* in the derivatives you discover.

3. What English and Latin suffix is found in *introduction*, *convention*, *contradiction*, *congestion*, *mission*, *petition*, *prediction*, *audition*, *procession*, *creation*? Give the literal meanings of these words, remembering that the suffix corresponds to the Anglo-Saxon *-ing*. Give the last principal part of the un-compounded Latin verbs from which these words are derived.

### Drill and Review

600. Review the present indicative passive of *vocō* and *moneō*. What are the personal endings of the passive?

601. Give the principal parts and the stems of *gerō*, *veniō*, *videō*, and *portō*. How do you decide to which conjugation each verb belongs? Conjugate *gerō* and *veniō* in the present and past progressive tenses.

**602.** Copy, completing the verbs in such a way as to make them (1) present tense and (2) past progressive tense. Copy again, making each subject plural, and complete the verbs.

1. Miles bellum ger——.
2. Dux militem vid——.
3. Legiō ven——.
4. Puer librum port——.

**603.** Give the person, number, tense, and meaning of *mittis, mittēbam, venīmus, mittō, veniunt, veniēbāmus, mittēbās, mittunt, venit, mittimus*.

**604.** Read and translate :

1. Ad tē veniō. Audīsne mē? Quid dīcis? Quid dīcēbās?
2. Subsidiū mittit. Subsidiū venit. Tū subsidiū petēbās, sed ego subsidiū nōn mittēbam.
3. Ille homō dīcēbat, sed haec puella nōn audiēbat.
4. Vōbīs grātiās agēbāmus, et nunc agimus.
5. Militēs, cūr ex castrīs excēditis?
6. Undique virī bellum libenter gerēbant.
7. Dē moenibus tēla mittimus, sed frūstrā.

**605.** Proceed as in previous exercises :

1. Rōmānī patrēs in Graeciam filiōs mittēbant; ibi hī adulēscentēs lūdōs Graecōrum frequentābant et verba magistrōrum clārōrum audiēbant.
2. Sī auxiliū ad hostēs mittitis, magnopere errātis et ex patriā excēdere dēbētis.
3. Noster dux verba lēgātōrum audīre recūsāvit. Lēgātī pācem petēbant.
4. Iterum atque iterum dīcō, "Nōn vōbīs, sed cīvibus vestrīs et patriae vītā et animum habētis."
5. Quid agitis, puerī? Quid herī agēbātis? Cūr in lūdum nōn veniēbātis?
6. Secundā hōrā fābulam dē morte Hectoris audiēbam et amīcus meus idem agēbat.
7. Pars illius templī ignī dēlēta est.
8. Mōs Rōmānōrum numquam erat pācem cum hostibus armātīs cōfirmāre.

## LESSON 53

### CASTOR AND POLLUX AID THE ROMANS

In connection with the splendid temple of Castor and Pollux, which is supposed to have been built in 484 B. C. by Aulus Postumius, the Romans told a story of the intervention of these two gods, the protectors of soldiers and sailors, at a moment when the fortune of battle was against the Romans; and of the gratitude which prompted them to build the temple afterward. Of that temple three beautiful Corinthian columns are today standing.\*

Give all possible forms of *sē*, *suīs*, *ducis*, *dūcis*; *auxilium*, *hostium*, *equum*, *pedem*, *militum*; *subitō*, *eōdem*, *locō*.

606. Postquam Horātius Cocles (§ 337) sōlus in ponte hostēs sustinuit, et Mūcius Scaevola (§ 377) in castrīs Etrūscōrum sē interritum praebuit, Porsena Tarquinium relinquit et cum suīs cōpiīs ex finibus Rōmānōrum excēdit.
- 5 Neque diūtius illi ā Porsenā auxilium datur.

Itaque Tarquinius eō tempore auxilium ā Mamiliō, rēge Latīnōrum, petit, et post paucōs annōs bellum inter Rōmānōs et Latīnōs geritur.<sup>1</sup> Dum bellum geritur, cōsulēs cum magnīs cōpiīs peditum et equitum in finēs

10 Latīnōrum mittuntur<sup>1</sup> et cum hostibus proeliō pugnant.

Atrōx<sup>2</sup> erat illud proelium, quod ira Rōmānōrum magna erat et quod ducēs ipsī suōs cōsiliō exemplōque juvābant. Fortūna pugnae diū dubia erat. Tandem duo equitēs incognitī inter Rōmānōs vīsī sunt. Albīs equīs

\* For a more complete account of the battle of Lake Regillus and the intervention of the Twin Gods, read one of the following references:

GUERBER. The Story of the Romans, pp. 78-81.

MACAULAY. Lays of Ancient Rome: "The Battle of Lake Regillus."



CASTOR AND POLLUX LEAD THE ROMANS

vehēbantur<sup>1</sup> et Rōmānōs in hostēs magnā virtūte dūcēbant. Propter subsidium hōrum equitum fortūna pugnae nōn jam adversa erat. Mox salūs ab hostibus et rēge eōrum fugā petēbātur.<sup>1</sup>

Interim in urbe magnus est terror cīvium.<sup>3</sup> Subitō duo 5 equitēs incognitī in forō appārent. Arma in fonte lavant (*wash*), victōriam cīvibus nūntiant; tum ex forō vehuntur.<sup>1</sup> Numquam iterum in illō locō ā Rōmānīs videntur.

"Ego duōs equitēs agnōscō (*I recognize*)," dīcit Aulus, dux Rōmānōrum. "Illī sunt frātrēs Castor et Pollūx,<sup>4</sup> amīcī 10 vērī militum nautārumque. Illīs grātiās agere dēbēmus, quod cōpiās nostrās hodiē servāvērunt." Verba eius audiuntur<sup>1</sup> et probantur. Itaque post triumphum templum Castoris et Pollūcis in memoriam pugnae ā cīvibus vovētur.



## 607.

## Notes

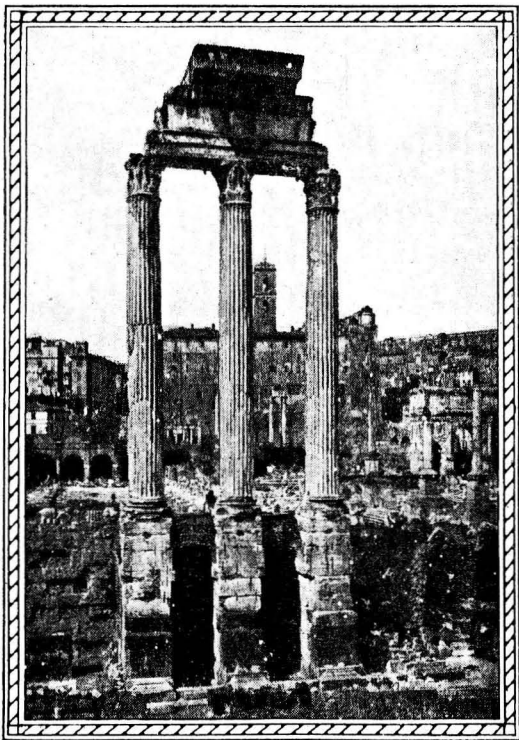
1. You will have no difficulty in recognizing passive forms of the third and fourth conjugations. *Geritur*, for example, is formed by substituting the familiar passive personal ending *-tur* for the

active ending in *gerit*. Study section 608 now.

2. *Atrōx*, *fierce*; it is a predicate adjective. Give a derivative.

3. What is the case of *cīvium*? With what nouns of the third declension does it belong?

4. The names Castor and Pollux were often used in ejaculations. Since they were twin gods, they were sometimes called *Gemini*, "the Twins." From this name *Gemini* is derived our slang expression "O jiminy!"



TEMPLE OF CASTOR AND POLLUX

Three columns of the temple of Castor and Pollux are still standing in the Roman Forum

the present and past progressive passive tenses of *dūcō* and *audiō*, which you will find in the Appendix (page 26), and note the following points:

1. The present passive of *dūcō* may be formed from the present active by substituting the passive personal endings for the active; but in the second person singular the stem vowel *e* is preserved.

## Grammar

**608. Present and Past Progressive (Imperfect) Indicative Passive of the Third and Fourth Conjugations.** Examine

2. The present passive of *audiō* may be formed by substituting the passive personal endings for those of the corresponding active tense, except that *i* is long in the third person singular.

3. The present passive tenses of *dūcō* and *audiō* resemble each other except in the second person singular and in the quantity of *i*.

4. The past progressive is similar to that of the first and second conjugations.

Learn the conjugation of these tenses.

## 609.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<i>pōns, pontis (-ium), m.</i>	pontoon	bridge
<i>relinquō, -ere, reliquī, relictus</i>	relinquish	leave, abandon
<i>pedes, peditis, m.</i>	pedestrian	foot soldier
<i>eques, equitis, m.</i>	<i>equus</i>	horseman
<i>dubius, -a, -um</i>	dubious, <i>dubium</i>	doubtful
<i>vehō, -ere, vexī, vectus</i>	vehicle	carry
<i>salūs, salūtis, f.</i>	salutary	health, safety
<i>terror, terrōris, m.</i>	<i>terreō</i>	fright, terror
<i>fōns, fontis (-ium), m.</i>	font	fountain
<i>frāter, frātris, m.</i>		brother

## 610. Application of Latin to English

1. Explain the meaning of the italicized words :

- Because of the marshes the climate was not very *salubrious*.
- Floating *derelicts* are dangerous to navigation.
- He was filled with an *inordinate* desire for riches.
- The shores are *laved* by the waters of the lake.

2. *Dicere, to speak, say*, has important derivatives. To *predict* is to say something beforehand, to foretell. To *contradict* is to speak against, to gainsay. *Diction* meant originally a speaking; now it means the kind of words chosen to express an idea. A *dictionary* is a book containing the words

of a language. An *edict* is a saying out or utterance made by a public official. *Verdict* is from *vērē dictum*, *truly said*, and suggests what the decision of a jury ought to be. An *addict* was originally one whom a court had declared to belong to somebody as a slave. An *interdict* is an utterance that comes between a man and the doing of something; it is a forbidding. A *dictator* is a man whose say-so settles things.

3. Observe that *predict* and *foretell* are heteronyms, that is, words from Latin and Anglo-Saxon exactly corresponding in their formation and meaning. *Gainsay* is from *against* and *say*, and hence corresponds to *contradict*.

### Drill and Review

**611.** Give the tense sign of the future of the first conjugation, and conjugate *vocō* in the future indicative, active and passive.

**612.** Write out the conjugation of *portō*, *videō*, *mittō*, and *audiō* in the present indicative active. Point out the differences or similarities of the conjugations in the retention or change of the stem vowel and in its quantity.

**613.** Give the principal parts and the three stems of *agō*, *relinquō*, *vehō*, and *veniō*.

**614.** State the person, number, tense, and meaning of

relinquēbātur	audīris	dīcunt	petēbat
vehitur	erit	erunt	dūcēbātur
mittimur	petēbāmur	agunt	petēbantur

**615.** Write in Latin:

1. He is carried on a horse. 2. They are led by friends. 3. The same (*thing*) is done by them. 4. That captive was being abandoned by the enemy. 5. Your words are heard by us. 6. Wars were being carried on by those tribes.

Then change the verb of each sentence to the active voice and express the sentence in Latin.

## 616. Answer in Latin :

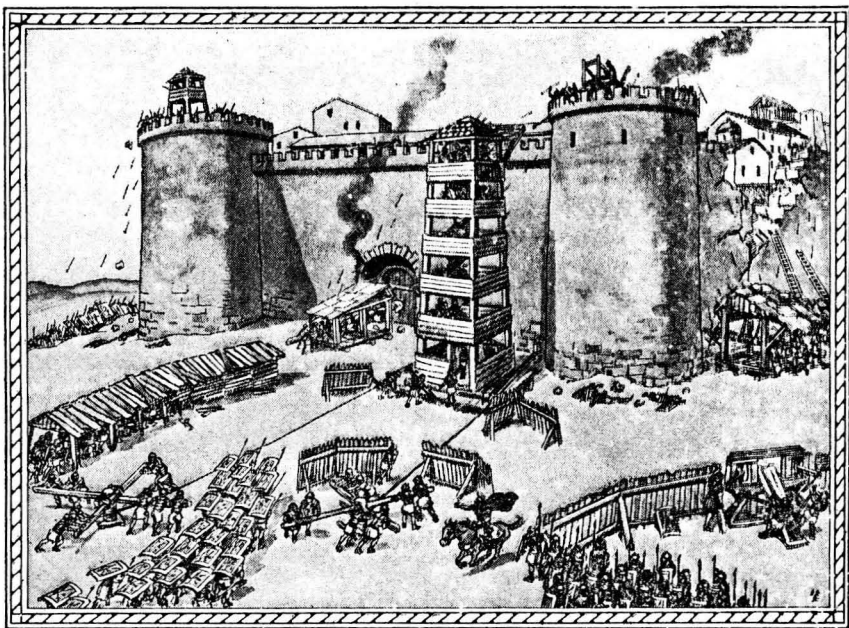
1. Quis in ponte contrā hostēs pugnābat?
2. Quis scribam rēgis Porsenae necāvit?
3. Quem Porsena relinquit?
4. Unde deinde Tarquinius auxilium petit?
5. Quō in locō Rōmānī cum Latīnīs pugnant?
6. Cūr erat proelium atrōx?
7. Quī erant equitēs incognitī?

617. Give the meanings of the following groups of related words :

fuga	timēre	senex
fugere	timor	senectūs
fugāre	timidus	senātus
		senātor

## 618. Proceed as in previous exercises :

1. Illō tempore bellum cum Poenīs ā Rōmānīs gerēbātur.
2. Rēgulus cum equitibus et peditibus in Āfricam mittitur.
3. Prīmō ab eō bellum cum fortūnā geritur.
4. Postquam urbs ā Graecīs ignī delēta est, Trōja ā Trōjānīs relinquebātur. Pater Aenēae ā filiō suō ex urbe vehēbātur et salūs ab eīs petēbātur. Eō tempore auxilium eīs ā deīs datum est.
5. In viīs urbium antīquārum erant multī fontēs. Incolae ex eīs fontibus in domicilia sua aquam portābant. Aqua ā montibus (*mountains*) in urbem aquaeductibus (*aqueducts*) dūcēbātur.
6. In eō flūmine erat pōns. Subsidium trāns flūmen ad nostrōs ponte mittēbātur.
7. Viae Rōmānae ad prōvinciās pertinēbant.



THE ROMANS ATTACK A GALLIC TOWN

## LESSON 54

### THE CAPTURE OF A GALLIC TOWN (1)

As you read the passages set for translation in this lesson and in the succeeding lesson, and as you look at the illustrations, you may be interested in comparing the Roman methods with modern methods of attacking a fortified town.

619. Gaius Jūlius Caesar, dux Rōmānōrum, annōs novem cum Gallīs bellum gerēbat et agrōs eōrum vāstābat. Per aestātem mīlitēs Rōmānī pugnābant; sed hieme in castrīs manēbant. In hīs bellīs Caesar multa oppida  
 5 Gallōrum expugnāvit. "Quō modō," puerī Americānī rogant, "Caesar et mīlitēs eius oppida hostium oppugnābant? Oppugnābantne eōdem modō quō (as) mīlitēs hodiē oppugnant?"

Oppida Gallōrum in locīs et nātūrā et arte mūnītīs<sup>1</sup> sita erant. Multis in locīs oppidum in colle situm erat; atque flūmen prope ūnum latus oppidī fluēbat et huic laterī altitūdine et lātītūdine aquae praesidium dabat. Semper circum oppidum erat mūrus altus.<sup>2</sup> Necesse erat Rōmā-  
nōs aut hunc mūrum scandere aut portās et mūrum  
rumpere.

Cōnsuētūdō erat Gallōrum, sī Rōmānae legiōnēs cōpiās eōrum premēbant, cēdere et intrā mūrōs oppidī properāre, ubi sē dēfendere in animō habēbant. Jam pridem cōpia 10 cibī et frūmentī in oppidum portāta est et satis tēlōrum<sup>3</sup> parātum est. Prīcipēs jubēbant portās claudī et oppidānōs in oppidō continērī. Armātī virī in summō mūrō<sup>4</sup> stābant et Rōmānōs exspectābant.

Interim Rōmānī appropinquant. Explōrātōrēs eōrum 15 oppidum spectant et Caesarī nūntiant: "Illud oppidum celeriter nōn expugnābitur; nam altus est mūrus et portae clauduntur. Neque facile<sup>5</sup> erit illōs mūrōs aut scandere aut dēlēre. Hostēs resistere parātī sunt. Necesse erit oppidum obsidēre." Rōmānī igitur castra et impedimenta 20 nōn procul ab oppidō statuunt et hostēs obsidēre parant.

## 620.

## Notes

1. *Mūnītīs*, *fortified*; a perfect passive participle modifying *locīs*, and itself modified by ablatives of means. A naturally strong site for a town was selected; and then this site was strengthened by artificial defenses, such as walls and ditches.

2. Often the wall was twenty or thirty feet high.

3. *Satis tēlōrum*, *sufficient weapons* (lit. *sufficient of weapons*). *Satis*, here a substantive, is neuter gender. Study section 621 now.

4. *Summō mūrō*, *top of the wall*.

5. *Facile*, *easy*; a predicate adjective here. It is neuter gender because the subject of *erit*, an infinitive, is neuter.

**621. Third Use of the Genitive. Genitive of the Whole.**  
Learn the following statement:

The genitive is used with certain words denoting a part to state the whole of which the part is taken (as, *pars cōpiārum*, *part of the troops*; *satis pecūniae*, *enough money* (lit. *sufficient of money*)).

Numerals, with a few exceptions, are not followed by this genitive, but by a phrase introduced by *dē* or *ex*: as, *trēs ex puerīs*, *three of the boys*.

## 622.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>aestās</u> , aestātis, <i>f.</i>		<i>summer</i>
<u>hiems</u> , hiemis, <i>f.</i>		<i>winter</i>
ars, artis (-ium), <i>f.</i>	art	<i>art</i>
collis, collis (-ium), <i>m.</i>		<i>hill</i>
latus, lateris, <i>n.</i>	lateral	<i>side</i>
fluō, -ere, flūxī, flūxus	confluence	<i>flow</i>
altitūdō, altitūdinis, <i>f.</i>		<i>height, depth</i>
lātitūdō, lātitūdinis, <i>f.</i>		<i>width</i>
scandō, -ere, —, —	ascend	<i>climb</i>
rumpō, -ere, rūpī, ruptus	disrupt	<i>break, destroy</i>
cōnsuētūdō, cōnsuētūdi- nis, <i>f.</i>		<i>custom</i>
<u>premō</u> , -ere, pressī, pressus	press	<i>press, press hard, over- whelm</i>
cēdō, -ere, cessī, cessus	proceed	<i>move, yield, retreat</i>
dēfendō, -ere, dēfendī, dē- fēnsus	defend	<i>defend</i>
<u>jam</u> pridem, <i>adv.</i>		<i>long ago, for a long time</i>
satis, indecl. <i>adj. and adv.</i>	satisfy	<i>enough, sufficient</i>
claudō, -ere, clausī, clausus	exclude	<i>close</i>
oppidānus, -ī, <i>m.</i>	oppidum	<i>townsman</i>
<u>resistō</u> , -ere, -stitī, —		<i>resist</i>
statuō, -ere, statuī, statūtus		<i>set up, place</i>

**623. Application of Latin to English**

1. Explain the meaning of the italicized words :

- a. The mansion in which he lived indicated *affluence*.
- b. A motion to adjourn takes *preced'ence* over any other.
- c. The dispute almost *disrupted* the society.
- d. In refusing the presidency for a third term Washington established a *prec'edent* which has been followed ever since.
- e. The shortness of time *precluded* further discussion.
- f. After many years of public life he now lives in *seclusion*.
- g. The plans for the new university *transcended* all expectations.

2. Explain on the basis of their derivation the meaning of the italicized words in the following phrases :

the *refluent* tide  
*superfluous* words  
*collateral* reading  
an *incorruptible* character  
an *irresistible* attack  
business *depression*  
an *irrepressible* joker

a *fluent* speaker  
an *influx* of foreigners  
the *confluence* of two rivers  
an *expressive* gesture  
a *condescending* manner  
*excessive* expense  
an *exclusive* society



## LESSON 55 (Optional)

### THE CAPTURE OF A GALLIC TOWN (2)

624. Ūnā in parte aditus ad mūrōs facilis<sup>1</sup> est. Hic locus idōneus oppugnātiōnī (*attack*) vidētur.<sup>2</sup> Hūc primum māteria (*timber*) necessāria ex silvīs comportātur (*is brought together*). Haec māteria satis<sup>3</sup> magnum spatium  
5 ā mūrīs locātur. Tum turrēs,<sup>4</sup> testūdīnēs,<sup>5</sup> et pluteī<sup>6</sup> ā mīlitibus exstruuntur.

Turrēs sex vel septem tabulās (*stories*) habent; ā summā tabulā mīlitēs ad mūrum ponte vādere spērānt. Sub testūdīnibus mīlitēs ad mūrum sine periculō appropinquā-  
10 bunt. Post pluteōs tormenta<sup>7</sup> administrābuntur (*will be worked*).

Dum mīlitēs cum dīligentiā labōrant, oppidānī quī in mūrīs stant rīdent. "Quō modō, Rōmānī," clāmānt, "illās turrēs magnās movēre spērātis?" Rōmānī autem per  
15 bīduum aut trīduum ā labōre nōn dēsistunt.

Dēnique signum mīlitibus datur. Nōn jam mīlitēs sē continent. Turrēs et testūdīnēs et pluteī ad mūrum rotīs volvuntur. Post pluteōs tormenta pōnuntur. Arietēs<sup>8</sup> ad mūrum trahuntur. Nunc turrēs prope mūrum stant.  
20 Nunc arietēs mūrum et portam tangunt. Nunc multī lapidēs et pīla et sagittae ex tormentīs mittuntur. Nunc mīlitēs ā summā turri<sup>9</sup> tēla in oppidānōs mittunt. Nunc arietēs ad mūrum et portās aguntur. Oppidānī quoque fortiter pugnant. Dē mūrō saxa et ignem in capita  
25 Rōmānōrum fundunt.



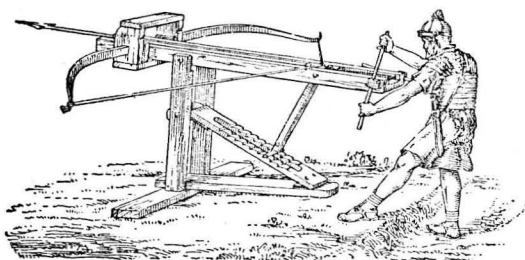
A CLOSE VIEW OF THE BESIEGERS

Tandem pars mūrī cadit. Statim militēs sub scūtīs<sup>10</sup> in eam partem currunt. Scālās (*ladders*) portant. Hīs scālīs mūrū scandunt. Frūstrā hostēs Rōmānōs impedire temptant. Aliā (*another*) in parte porta ariete frangitur. 5 Militēs viam lātā per mūrōs habent. Intran et oppidānōs fugant. Hōc modō oppidum sub potestātem Rōmānōrum redigitur.

## 625.

## Notes

1. *Aditus facilis*, an easy approach.
2. The passive of *videō* sometimes means *seem*.
3. *Satis*, an adverb, modifies *magnum*.
4. Large movable towers (*turrēs*) were built out of reach of missiles sent from the enemy's walls. They had several stories, and were high enough to come at least to the height of the wall of the town. When the assault began, the towers were moved near the walls, while the occupants threw spears at the defenders of the town.

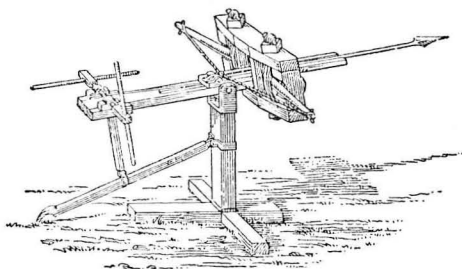


SCORPIŌ

5. The *testudinēs* were movable wooden sheds, stoutly made, that were used to protect the soldiers beneath them against whatever was thrown down from the walls.

6. The *pluteus* was a large standing shield that could be moved ahead as the Romans advanced in the attack.

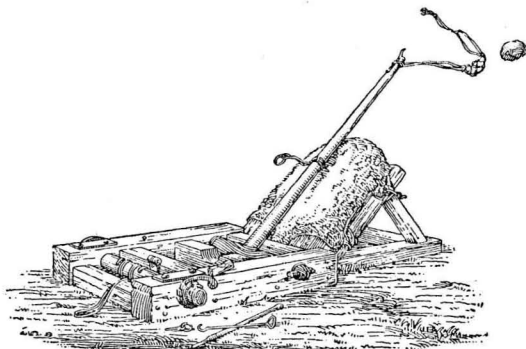
7. The *tormenta* were the artillery of the Romans. They consisted of *catapultae*, which shot large arrows in a nearly horizontal direction; *ballistae*, which threw great stones in the way that a modern mortar throws its



CATAPULTA

missile; and *scorpiōnēs*, which shot arrows in the manner of a medieval crossbow. The range of some of these engines was a thousand feet.

8. The *ariēs* was a battering-ram used to break down the masonry of walls. It was a long beam, with a mass of metal at the end, suspended under a *testudo* or in the lowest story of a tower. It could be swung forcibly against a wall.



BALLISTA

9. *Summā turri*, the top of the tower. *Turri* is the ablative of a noun with an i-stem.

10. The soldiers placed their shields above their heads for protection as they ran forward.

## 626.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<i>necessārius</i> , -a, -um		<i>necessary</i>
<i>turris</i> , <i>turris</i> (-ium), <i>f.</i>	turret	<i>tower</i>
<i>exstruō</i> , -ere, -strūxī, -strūctus		<i>construct</i>
<i>vādō</i> , -ere, —, —	evade	<i>go, walk</i>
<i>bīduum</i> , -ī, <i>n.</i>		<i>a space of two days</i>
<i>trīduum</i> , -ī, <i>n.</i>		<i>a space of three days</i>
<i>dēsistō</i> , -ere, -stitī, -stitus		<i>cease, desist</i>
<i>volvō</i> , -ere, <i>volvī</i> , <i>volūtus</i>	revolve	<i>roll</i>
<i>pōnō</i> , -ere, <i>posuī</i> , <i>positus</i>		<i>put, place</i>
<i>ariēs</i> , <i>arietis</i> , <i>m.</i>		<i>ram, battering-ram</i>
<i>trahō</i> , -ere, <i>trāxī</i> , <i>trāctus</i>	tractor	<i>drag, draw</i>
<i>tangō</i> , -ere, <i>tetigī</i> , <i>tāctus</i>	tangent	<i>touch</i>
<i>sagitta</i> , -ae, <i>f.</i>		<i>arrow</i>
<i>lapis</i> , <i>lapidis</i> , <i>m.</i>		<i>stone</i>
<i>fundō</i> , -ere, <i>fūdī</i> , <i>fūsus</i>	transfusion	<i>pour</i>

NEW WORD	RELATED WORD	MEANING
cadō, -ere, cecidī, cāsus		<i>fall</i>
currō, -ere, cucurrī, cursus	current	<i>run</i>
impediō, -īre, -īvī, -ītus	impede	<i>hinder</i>
frangō, -ere, frēgī, frāctus	fracture	<i>break</i>
redigō, -ere, -ēgī, -āctus		<i>reduce, bring under</i>

## 627. Application of Latin to English

1. Look up the meaning of the following italicized words in a dictionary that shows the derivation of words. Note the force contributed to the meaning by the prefix.

- a. The room was filled with the *pervasive* odor of ether.
- b. The building had an elevator and an *escalator*.
- c. The boy was punished for his *infraction* of the rules.
- d. The exhibition showed the *evolution* of the locomotive from the earliest form to the present.
- e. The western sky was *suffused* with gorgeous colors.
- f. He kept at his work in spite of many *distracting* incidents.
- g. Fulton's first steamboat was the *precursor* of the ocean liner.
- h. The child proved very obstinate and *refractory*.
- i. A full *retraction* of the offensive remarks was demanded.
- j. To these direct questions he gave only *evasive* replies.
- k. Metals *contract* in cold weather.
- l. His welcome was cordial and even *effusive*.
- m. His estimate of the value of the business included not only all *tangible* property but such *intangible* items as good will.
- n. This point is quite *immaterial* to the discussion.
- o. The most valuable manuscripts were preserved *intact*.
- p. A spirit of optimism *pervaded* the meeting.
- q. After a *protracted* discussion, a decision was finally reached.
- r. A heavy responsibility *devolved* upon him.
- s. His election as captain *infused* a new spirit into the team.
- t. The belief in witchcraft was once widely *diffused*.

2. Explain *fraction*, *subtrahend*, and *equilateral*.

3. Form all the derivatives you can from *currere*, *to run*. Use the prefixes *con-*, *ex-*, *in-*, *ob-*, *pre-*, *re-*, and *sub-*.

## Drill and Review

**628.** Distinguish carefully between the words within the following groups :

aqua	moneō	cūr	mōs	reliquus	undique
equus	moveō	cūra	mors	relinquō	ūsque
eques	maneō	cūrō	mora	relictus	umquam
aequus					numquam
					nusquam

**629.** (a) Copy the following, completing them by using first a present and then a past progressive tense :

- |                          |                            |
|--------------------------|----------------------------|
| 1. Carrī rotīs volv——.   | 3. Aqua ā servīs fund——.   |
| 2. Saxa per viās trah——. | 4. Hostēs flūmine imped——. |

(b) Write in Latin :

1. For a space of three days the soldiers were constructing a wall. 2. A camp is being pitched (pōnō) in that place. 3. They desist from battle at the third hour. 4. A tower of great height was being moved toward the walls of the town. 5. Part of the soldiers had no arrows.

**630.** Proceed as in previous exercises :

1. Quō vādīs? Quō curris? Nōlī cadere! 2. Illī carrī equīs validīs trahuntur. 3. Puerī laetī ex lūdō in agrōs currēbant. 4. Flūmina ex collibus in ōceanum fluunt. 5. Ducēs Rōmānī in prīmīs ōrdinibus cum suīs mīlitibus pugnābant. 6. Hostēs dē mūrō lapidēs fundēbant; sed hī lapidēs propter testūdīnēs nostrōs nōn tangēbant. 7. Nostrī premēbantur et multī cadēbant; sed nōn cēdēbant. 8. Mīlitēs, quod armīs praedāque impediēbantur, celeriter nōn currēbant. 9. Captivī miserī ad prīncipem trahēbantur. Fēminae lacrimās fundēbant. 10. Magnae undae ad ōram sē volvunt. 11. Rōmānī mūrōs illīus oppidī scālīs scandere et arietibus frangere temptant, sed frūstrā. 12. Māteriam amplam comportārī jubēbit.

## REVIEW 11

## 631. Vocabulary Review

The following list contains the words of Lessons 51–55 that are for permanent retention:

328. aestās	344. exstruō	360. pōns
329. agō	345. finis	361. premō
330. altitūdō	346. flūmen	362. prōducō
331. audiō	347. frāter	363. redigō
332. bīdium	348. gerō	364. relinquō
333. cēdō	349. hiems	365. resistō
334. cīvītās	350. jam prīdem	366. sagitta
335. claudō	351. lātītūdō	367. satis
336. commoveō	352. magnitūdō	368. sustineō
337. cōnsuētūdō	353. mittō	369. tempus
338. contineō	354. mors	370. timor
339. dēfendō	355. necessārius	371. trahō
340. dēsistō	356. ōrdō	372. trīdium
341. dīcō	357. pars	373. veniō
342. dūcō	358. petō	
343. excēdō	359. pōnō	

## 632. Grammar Review

Be sure that you have learned from the last five lessons:

1. How the present and past progressive indicative of the third and fourth conjugations are inflected in both active and passive voices.
2. A third use of the genitive — of the whole.

Decline *eadem gēns barbara, id tempus, pars tertia, illud subsidium, hic eques Rōmānus, salūs tua, pōns longus*.

Locate and translate the following: *relinquēbātis, perdūcēbās, gerō, dēfendor, mittēbar, venīmus, impediuntur, dūcēbāris, excēdēbat, trahimur, pōnitur, resistēbāmus, volvuntur, relinquēbantur, dūcunt, mittit, dīcēbātur, petitis, audiēbam, vehēbant, audiēbāminī, vehēbāmur, petēbantur*.

Make a synopsis of *commoveō* in the third person, singular and plural.

633.

## Sight Translation

## ULYSSES AND POLYPHEMUS

Tandem Ulixēs cum parte sociōrum in Siciliam, terram ignōtam, venit. Tum, quod nātūrā eius regiōnis (*region*) ignōrat, ipse duodecim (*twelve*) ē sociīs ex nāvigiō in terram dūcere et loca propinqua explōrāre cōstituit (*determines*). Nōn longē ā litore (*shore*) ad spēluncam (*cave*) 5 magnae altitūdinis et lātītūdinis veniunt. Hīc habitābat Cyclōps; nam illam terram eō tempore habitābant Cyclōpēs, hominēs ingentis (*huge*) magnitūdinis corporis, quī (*who*) ūnum mediā in fronte (*forehead*) oculum habēbant. Polyphēmus (sic enim hic Cyclōps appellābatur) eō tempore aberat. 10

Graeci appropinquant et in spēluncam intrant. Ibi magnam cōpiam lactis (*milk*) et paucās ovēs (*sheep*) reperiunt (*find*). Dum haec spectant, sonitus (*sound*) auditur et procul Polyphēmus vidētur. Ovēs suās sēcum 15 agit et domum properat. Graeci timōre commoventur et in spēluncā sē abdere (*to hide*) temptant.

Polyphēmus interim appropinquat et ovēs certō ōrdine in spēluncam dūcit; deinde portam saxō magnō claudit. Statim Graecōs audit et magnā vōce (*voice*) dicit: "Quī in 20 spēluncā meā adsunt? Quī hominēs estis? Unde venitis? Quid petitis?"

Tum Ulixēs magnā difficultāte suōs continet et respondet: "Mercātōrēs (*traders*) sumus. Neque praedam petimus neque tē sub potestātem nostram redigere temp- 25 tāmus. Graeci miserī per terrās multās hieme et aestāte jam prīdem errāmus. Tandem ad hanc ōram tempestāte (*storm*) trānsportātī sumus. Auxilium necesārium peti-



mus. Sine injūriā (*harm*) ex hīs ōrīs excēdere et tuam terram relinquere et cīvitātem nostram petere spērāmus."

Hīs verbīs ducis Graecī Polyphēmus nihil respondet, sed sine morā duōs ē sociīs ad sē trahit et corpora eōrum dē-  
vorat (*eats*). Dum haec geruntur, Graecī reliquī neque  
resistere neque sē dēfendere audent. Fīnem vītae exspec-  
tant. Nē Ulixēs quidem morte interritus est. Polyphēmus  
autem, simul ac (*as soon as*) satis cibī dēvorat, corpus suum  
humī (*on the ground*) pōnit et (ut erat cōsuētūdō eius)  
sommnō sē dat. (*Continued in section 698*)

## 634.

## Derivation

1. Give the Latin word (and its meaning) from which each of the following words is derived: *moral, sustain, barber, homicide, ignition, partial, mortality, extraordinary, produce, contain, magnitude, finite, infinite, confine, define, audience, agent, fraternity, altitude, resist, rupture, express, impress, compress, defensive, defensible, act, desist, material, fracture, fraction, cadence, tangent, tact, contact, compete, competitor.*

2. Collect as many English derivatives as possible from agō, audiō, cēdō, claudō, premō, and trahō.

## THE AMBITION OF PYRRHUS

Pyrrhus, who was a cousin of Alexander the Great, may have aimed to do in the West what Alexander had done in the East. How Cineas, the minister and agent of Pyrrhus, regarded his master's ambitious plans is related in the following story.\*

Give all possible forms of *sibi, clārī, hic, hīc, quid, id; annīs, habēbis; mī, sī, sē; ducēs, habēs; magnam, mortem.*

635. Antīquīs temporibus trēs hominēs sibi imperium maximum dēsīderāvērunt. Alexander Magnus et Hannibal et Caesar, quī (*who*) inter clārōs virōs semper numerābuntur, imperium nōn solum dēsīderāvērunt sed etiam occupāvērunt. Alexander quidem magnam partem orbis terrarum superāvit; tamen juvenis mortuus est (*he died*). Caesar et Hannibal clārī ducēs fuērunt; ille<sup>1</sup> ā Brūtō et Cassiō necātus est; hic<sup>1</sup> sibi mortem venēnō (*poison*) parāvit. Quis hōrum ducum quiētī et ōtiō sē dedit?

Pyrrhus quoque imperium vehementer dēsīderāvit. 10 Cineās, fidus familiāris eius, saepe cōnsilia et cupiditātem rēgis neque laudābat neque probābat. Sed frūstrā cōnsilia rēgis flectere aut eum ad quiētem addūcere temptābat.

Ōlim in sermōne Pyrrhus forte dīcēbat, "Paucīs annīs Italiam tōtam vincam." 2

Cineās rīsīt. "Sī Rōmānōs vincēs," 3 inquit, "quid agere in animō tum habēbis, ō rēx?"

\* The story of Pyrrhus is told in the following books:

GUERBER. The Story of the Romans, pp. 115-121.

TAPPAN. The Story of the Roman People, pp. 59-60.

HARDING. The City of the Seven Hills, pp. 115-124.

"Italiae<sup>4</sup> vicīna est Sicilia," inquit Pyrrhus, "nec difficile erit<sup>5</sup> eam armīs et nāvibus occupāre."

Tum Cīneās: "Sī Sicilia vincētur,<sup>6</sup> quid posteā agēs?"

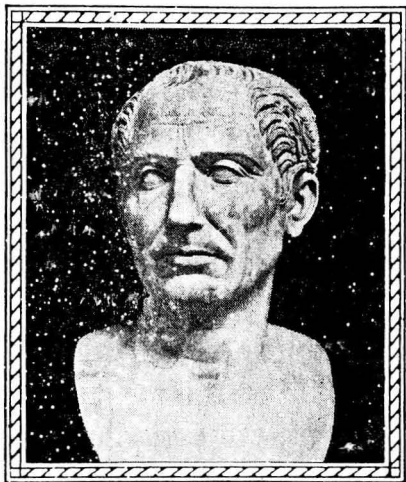
Rēx, quī mentem Cīneae nōndum perspiciēbat, "In  
5 Āfricam," inquit, "cōpiās meās perdūcam et illam terram bellō vincam."

Cui (*To whom*) ille<sup>7</sup>:  
"Quid deinde, ō rēx, tibi  
10 prōpōnēs?"

"Tum dēnique, Cīneās,"  
inquit Pyrrhus, "nōs quiētī et ōtiō dabimus."

Celeriter Cīneās respon-  
15 dit: "At cūr nunc tē quiētī et ōtiō nōn dās? Quid tē impediet<sup>2</sup>? Quid tē ad bellum indūcit? Praebēbuntne tibi ōtium novae terrae?"

Neque Siciliam neque Āfricam Pyrrhus superāvit. Post  
20 paucōs annōs ā Rōmānīs ipse superātus est et in Graeciam properāvit. Ibi ictū<sup>8</sup> lapidis necātus est. Sine dubiō sē quiētī et ōtiō numquam dedit.



JULIUS CAESAR

## 636.

## Notes

1. Ille, *the former*; hic, *the latter*. The demonstratives are here used to emphasize a contrast.

2. Vincam, *I shall conquer*, is the future of a verb of the *third* conjugation. Observe that it does not have the tense sign *-bi-* of verbs of the first and second conjugations. Study section 637 now.

3. The future indicative in clauses introduced by *sī* is usually translated as if it were present tense. See section 328, note 2.

4. What use of the dative?

5. Nec difficile erit, *and it will not be difficult*.

6. Vincētur : see section 637.

7. Supply *respondit*, as was necessary with *Cineās* (l. 3).

8. *Ictū*, by a blow ; ablative of the fourth declension.

### Grammar

**637. The Future Active and Passive Indicative of the Third and Fourth Conjugations.** This tense requires careful study for thorough mastery. Examine the future active tenses of *dūcō* and *audiō*, which follow :

#### *Singular*

1. *dūcam, I shall lead*
2. *dūcēs, you will lead*
3. *dūcet, he will lead*

#### *Singular*

1. *audiam, I shall hear*
2. *audiēs, you will hear*
3. *audiet, he will hear*

#### *Plural*

1. *dūcēmus, we shall lead*
2. *dūcētis, you will lead*
3. *dūcent, they will lead*

#### *Plural*

1. *audiēmus, we shall hear*
2. *audiētis, you will hear*
3. *audient, they will hear*

You should have noted the following points :

1. The future tense of the third and fourth conjugations is like the present tense of the second conjugation except in the first person singular. There is the same regular shortening of the vowel before the personal endings *-t* and *-nt* noted in other tenses.

2. The personal ending of the first person is *-m* and not *-ō*.

3. The tense sign of the future tense of the third and fourth conjugations is *-ē-*, changing to *-a-* in the first singular.

Learn this tense as given above.

The passive of these tenses is formed by using the passive personal endings instead of the active. Learn the future passive of *dūcō* and *audiō*, as given in the Appendix, page 27.

Look sharply in your reading at all verbs containing *-ē-* in the ending. If the verb belongs to the *second* conjugation, *-ē-* indicates the *present* tense ; but if the verb belongs to the *third* or *fourth* conjugation, *-ē-* indicates the *future* tense.

## 638.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>quidem</u> , <i>adv.</i>		<i>to be sure, certainly</i>
orbis, orbis (-ium), <i>m.</i>	orbit, orb	<i>circle</i>
juvenis, juvenis, <i>m.</i>	juvenile	<i>young man</i>
quiēs, quiētis, <i>f.</i>	quiet	<i>quiet, rest</i>
ōtium, ōtī, <i>n.</i>		<i>leisure</i>
fidus, -a, -um	fidelity	<i>faithful, trusty</i>
<u>cupiditās</u> , cupiditātis, <i>f.</i>		<i>greed, desire</i>
flectō, -ere, flexī, flexus	reflect	<i>turn, bend</i>
<u>addūco</u> , -ere, -dūxī, -ductus		<i>lead to, lead</i>
sermō, sermōnis, <i>m.</i>	sermon	<i>talk, conversation</i>
tōtus, -a, -um	total	<i>whole, all</i>
<u>vincō</u> , -ere, vīcī, victus	invincible	<i>conquer</i>
<u>nāvis</u> , nāvis (-ium), <i>f.</i>	navy, <i>nāvigō</i>	<i>ship, boat</i>
<u>mēns</u> , mentis (-ium), <i>f.</i>	mental	<i>mind, purpose</i>
<u>perdūcō</u> , -ere, -dūxī, -ductus		<i>lead through, conduct</i>
<u>prōpōnō</u> , -ere, -posuī, -positus		<i>set before, propose</i>
<u>indūcō</u> , -ere, -dūxī, -ductus		<i>lead to, influence</i>
at, <i>conj.</i>		<i>but, but yet</i>

639. Stems of Nouns of the Third Declension in English Derivatives. Observe the following derivatives (§ 576) :

LATIN NOUN	DERIVATIVE	GENITIVE SINGULAR
gēns	gent-ile	<i>gentis</i>
tempus	tempor-al	<i>temporis</i>
mōs	mor-al	<i>mōris</i>
ōrdō	ordin-ary	<i>ōrdinis</i>
pars	part-ial	<i>partis</i>
mors	mort-al	<i>mortis</i>
salūs	salut-ary	<i>salūtis</i>
sermō	sermon	<i>sermōnis</i>
quiēs	quiet	<i>quiētis</i>
mēns	ment-al	<i>mentis</i>
lapis	di-lapid-ate	<i>lapidis</i>

## 640. Application of Latin to English

1. Explain the meaning of the italicized words :

- a. He appeared *rejuvenated* by his vacation.
- b. The old house presented a *dilapidated* appearance.
- c. His prices were *exorbitant*.
- d. His actions indicated that he was *demented*.
- e. He darted a *venomous* look at his opponent.

2. *Flectere*, to turn, to bend, has several derivatives. An *inflexible* decision is one that cannot be broken or even bent. If a bullet is *deflected* from its course, it is turned aside. To *reflect* is to turn the mind back to something. To speak with proper *inflection* is to give the voice the right turn.

3. *Vincent*, a proper name, is derived from *vincō*, *I conquer*, and means "conquering." *Victor* is also used as a name.

4. In spelling such words as *temporal*, *ordinary*, *nominate*, *capital*, and *radical*, remember that the vowel in the middle of the word is the same as in the original Latin stem. Explain the medial vowel in each of the above words.

## Drill and Review \*

641. Decline *ōtium*, *haec nāvis longa*, and *mēns*.

642. Conjugate *habeō* in the present active, and *vincō* and *impediō* in the present and future active.

643. State the person, number, tense, voice, and meaning of

<i>vincō</i>	<i>venīs</i>	<i>dēlēbit</i>	<i>relinquitis</i>
<i>superō</i>	<i>veniēs</i>	<i>dīcimus</i>	<i>agitis</i>
<i>vincam</i>	<i>audientur</i>	<i>dīcēmus</i>	<i>excēdētis</i>
<i>superābō</i>	<i>audiuntur</i>	<i>habēmus</i>	<i>mittar</i>
<i>dūcimus</i>	<i>vincentur</i>	<i>gerunt</i>	<i>petitur</i>

\* TO THE TEACHER. Questions in Latin on the story, similar to those given in previous lessons, can readily be supplied by the teacher when they are not provided in the exercises. English questions will, of course, be asked about the story in connection with drill on its comprehension.

## 644. Express in Latin:

1. I shall not abandon them. 2. They will never abandon me. 3. If you do not fight bravely, you will be conquered. 4. Ships will be sent to Sicily. 5. We shall be led across that river into the territory of the enemy. 6. The old man will be carried on a horse. 7. Safety will be sought by the allies. 8. Men, you will seek food and water. 9. Your speech is heard. You are heard with pleasure. 10. They will be influenced by his conversation. 11. The plans of men are influenced by their desires.

## 645. Proceed as in previous exercises:

1. Saepe <sup>na vnde</sup> quidem sententiam "Mēns sāna (*sound*) in corpore sānō" audīmus. 2. Adulēscentēs glōriam, ōtium et quiētem senēs petunt. 3. Per tōtum orbem terrārum verba illius prīncipis audientur. 4. Sī nāvēs habēbimus, nōn vincēmur. 5. Moenia urbium lapidibus aedificantur; facile tamen frangentur. 6. Rhēnus (*Rhine*), nōtum flūmen Germāniae, inter altās rīpās fluit. 7. Officium adulēscentium est sermōnēs senum cum cūrā audīre. 8. Mārce, quid hodiē agis? Quid herī agēbās? Quid crās agēs? 9. Tertiā hōrā oppidum relinqēs. Fortasse in carrō vehēris.

## LESSON 57

### AN EXTRACT FROM A LETTER FROM ROME

Gladiatorial contests were a favorite form of popular entertainment. They were given by certain officials, especially the aediles, who found in them a means of winning the approval of the populace in elections. Rival candidates tried to outdo one another in the number of pairs of gladiators contending and in the general expenditures for the shows.\*

Give all possible forms of *ipse, sine, undique, urbe; gaudium, civium, eum; pugnam, vincam, eam, jam; haec, poëtae.*

646. Herī ego et patruus meus in Circō Maximō aderāmus, ubi spectācula ab imperātōre dabantur. Multitūdō et virōrum et mulierum undique in subselliis sedēbat. Imperātor (*The Emperor*) ipse aderat. Maximum gaudium animōs spectātōrum occupāvit; nam spectācula pūblica 5 eius modī nōs Rōmānōs semper dēlectāvērunt.

Primō certāmen quadrigārum (page 151) vīdimus. Id certāmen mihi certē grātum erat. Forte neque aurīga neque equus vulnerātus est. Tandem finis huius certāminis fuit et clārum signum tubā datum est. 10

Statim in arēnam intrāvērunt gladiātōrēs. Quam altī et validī virī! "Unde veniunt illī?" rogāvī; et patruus respondit: "Sunt captīvī ductī<sup>1</sup> ex Galliā et Britanniā et in lūdīs gladiātōriīs exercitātī.<sup>1</sup> Ad mortem suam veniunt,

\* An account of gladiatorial combats may be found in one of the following books:

DAVIS. *A Day in Old Rome*, pp. 389-406.

JOHNSTON. *Private Life of the Romans*, pp. 243-264.





## A FIGHT IN THE ARENA

A *retiarius* (at the left) is fighting with a *secutor*

sed sine timōre." Interim eī ad eam partem Circi sē vertunt ubi imperātor sedet dīcuntque, "Moritūrī<sup>2</sup> tē salūtāmus." Tum sine morā pugnant.

Nōn omnēs (*all*) gladiātōrēs eōdem modō armantur.  
 5 Aliī<sup>3</sup> rēte (*net*) et tridentem (*trident*) habent; aliī<sup>3</sup> galeam et scūtum et gladium gerunt. Nōn procul ā nōbīs ūnus ex gladiātōribus adversārium (*opponent*) rēte implicāre (*to entangle*) temptābat. Alter<sup>4</sup> prīmō rēte vitābat, sed tandem implicātus est. "Habet, habet," clāmant hominēs  
 10 quī circum mē sedēbant. Nam Rōmānī semper dīcunt "Habet" sī gladiātōr victus est. Victor super adversārium stat et signum imperātōris exspectat. Sed imperātor propter clāmōrēs populī pollicem (*thumb*) nōn vertit.<sup>5</sup> Vīvus et laetus ex arēnā gladiātōr currit.

## 647.

## Notes

1. *Exercitātī, trained.* *Ductī* and *exercitātī* are perfect passive participles in the nominative case, agreeing with the subject, *captivī*, and are themselves modified by adverbial phrases expressing place. This combination of ideas is very common in Latin. The Romans had a regular training-place for gladiators (*lūdus gladiātōrius*).

2. *Moritūrī, we who are about to die*; *moritūrī* is a future active participle modifying the subject of *salūtāmus*. Note the syllable *-tūr-*. The gladiatorial contest began with a procession of the gladiators through the arena, in the course of which they passed before the magistrate giving the games,—or, in later days, the emperor,—whom they saluted with these words.

3. *Aliī . . . aliī, some . . . others.* Balancing words of this sort are frequent in Latin. What does *et . . . et* mean?

4. *Alter, the other.*

5. The turning down of the thumb was a sign to the victor to slay his fallen opponent.

## Grammar

648. Review of Place Ideas. The following phrases occur in this lesson. State regarding each whether it expresses *place to which* (*whither*) or *place where*. State what preposition is used, what case is used, and whether or not the verb expresses motion.

in Circō Maximō

in subelliis

in lūdis gladiātōriis

in arēnam

ad mortem suam

ad eam partem

The difference between *ad* and *in* with the accusative, and between the two cases with *in*, is illustrated by the accompanying diagram.

Toward but not into: *ad* with acc.

Toward and into: *in* with acc.

Rest in: *in*  
with abl.

Review the rules for place where and place to which (sections 282 and 573).



THE COLOSSEUM TODAY

In this amphitheater many gladiatorial combats took place. Observe that there were galleries beneath the arena

## 649.

## Vocabulary

## NEW WORD

imperātor, -ōris, *m.*  
multitūdō, -inis, *f.*  
 mulier, mulieris, *f.*  
 certāmen, -inis, *n.*  
tuba, -ae, *f.*  
 gladiātor, -ōris, *m.*  
vertō, -ere, vertī, ver-  
 sus

victor, victōris, *m.*  
 clāmor, clāmōris, *m.*  
vīvus, -a, -um

## RELATED WORD

emperor  
  
  
  
  
 tuba  
 gladiator, *gladius*  
  
 invert  
*vincō*  
 clamor, *clāmō*  
 revive

## MEANING

*commander, emperor*  
*great number*  
*woman*  
*contest*  
*trumpet*  
*gladiator*  
  
*turn*  
*victor*  
*noise, shout, cry*  
*alive, living*

## 650. Application of Latin to English

1. Explain the meaning of the italicized words :

- a. He did not understand all the *implications* of what he said.
- b. He assumed at once a *belligerent* attitude.
- c. Abuse and *contumely* were heaped upon him.
- d. Nations are considering the problems of *disarmament*.
- e. His attention was *diverted*.

2. *Venire*, *to come*, is important for English. The *advent* of spring is its "coming to," or arrival. When an assembly *convenes* it comes together. A *convention* is a coming together. An *event* is literally something that comes out, then an occurrence. To *intervene* in a quarrel is to come between the contestants. To *contravene* a law is to go contrary to it. An *inventor* is one who comes upon or discovers something. To *prevent* meant originally to arrive first, then to get ahead of someone else and hence to stop him. *Revenue* is that which comes back from an investment, income.

3. Give the Anglo-Saxon heteronym of *event*.

4. The difference in meaning between *alius*, *another*, and *alter*, *the other* (of two), is reflected in the English derivatives of these words. There may be any number of *alien* nations; a man may have any number of *aliases*. For these words are derived from *alius*, *another*. But a choice of *alternatives* as to a course of action to follow involves one or *the other* of *two*. It is, for example, incorrect to say "There are three alternative courses of action," for "alternatives" can in strictness be used regarding only two choices. The expression "the other alternative" is redundant, because "alternative" means *the other* choice, and "the other" repeats the idea unnecessarily. When something occurs on *alternate* days it occurs every second day.

5. You should find it interesting and profitable to collect from the vocabularies those Latin words which have become English with no change of form.

### Drill and Review

**651.** Decline *imperātor noster* and *victor ipse*.

**652.** Conjugate *vertō* in the present and future indicative, active and passive.

**653.** Remembering that both in Latin and in English the manner of an action may be expressed either by a phrase or by an adverb (as, *with speed* or *speedily*), write in Latin:

1. He will lead the legions bravely (*fortitūdō*). 2. They will act courageously. 3. You were speaking with great care. 4. She speaks eloquently. 5. I shall come to your house with great pleasure. 6. This war will be waged zealously. 7. You will conquer gloriously. 8. The aged man was talking very wisely. 9. He spoke with great dignity.

**654.** Answer in Latin:

1. Ubi spectācula Rōmāna dabantur?
2. Cūr Rōmānī pugnās gladiātōrum cum gaudiō spectāvērunt?
3. Unde veniēbant gladiātōrēs?

**655.** Proceed as in previous exercises:

1. Rōma caput orbis terrārum appellāta est. 2. Nihil eōs dēlectābit. 3. Victor nunc ōtiō sē dabit. 4. Duōs gladiātōrēs in arēnā vīdī; imperātōrem salūtābant. 5. Lēgātum frūstrā petēs: nōn jam in castrīs adest. 6. Bellum ipsum ab nōbīs nōn laudātur, sed victōrēs in bellō semper laudantur.

## LESSON 58

### PERSEUS ESCAPES DEATH

The story of Perseus will continue for several lessons. You will find it helpful in reading the Latin if you will get first a general knowledge of the whole story.\*

Give all the possible forms of *haec, hoc*; *grātiās, potestās*; *rēgis, dūcis, rēgēs, dūcēs*; *monēris, dūcēris, dūceris*; *mare, mātrem, ille*.

656. Haec narrantur ā poētis<sup>1</sup> dē Perseō. Perseus filius erat Jovis,<sup>2</sup> rēgis hominum et deōrum. Māter eius Danaē, avus Acrisius appellābātur. Acrisius cupiēbat<sup>3</sup> Perseum nepōtem suum interficere; nam propter ōrāculum puerum timēbat. Ōrāculum eum ita monuerat: "Ā tuō nepōte 5 interficiēris."

Capit igitur Perseum adhūc infāntem (*child*) et cum mātrem in arcā inclūdit (*shuts in*). Tum arcam ipsam in mare jactat. Danaē, māter Perseī, magnopere terrētur; tempestās (*storm*) enim mare turbat. "Quid faciam?" 10 clāmat. "Nusquam salūtem perspiciō. Mox mors finem miserae vītae faciet." Perseus autem in sinū<sup>4</sup> mātris dormit.

Juppiter tamen haec videt et filium suum servāre cōstituit. Tranquillum igitur facit mare et arcam ad in- 15 sulam Seriphum perdūcit. Huius insulae Polydectēs tum

\* The story of Perseus may be found in the following books:

HAWTHORNE. Wonder-Book: "The Gorgon's Head," pp. 8-32.

GAYLEY. Classic Myths, pp. 208-214.

GUERBER. Myths of Greece and Rome, pp. 240-249.

TATLOCK. Greek and Roman Mythology, pp. 199-209.

SABIN. Classical Myths that Live Today, pp. 250-253.



DANAE AND PERSEUS ARE FOUND BY A FISHERMAN

rēx erat. Postquam arca ad lītus vēnit, Danaē in arēnā quiētem capit. Hīc post breve<sup>5</sup> tempus ā piscātōre (*fisherman*) Perseus et mātēr reperiuntur et ad aedēs rēgis Polydectis dūcuntur.

- 5 Ille mātrem et puerum benignē excipit et eīs sēdem tūtā in finibus suis dat. Danaē hoc dōnum libenter accipit et prō tantō beneficiō rēgī grātiās agit.

## 657.

## Notes

1. Our knowledge of stories of ancient mythology comes from the poetry of Greece and Rome.

2. Jovis is genitive singular of *Juppiter*.

3. Some verbs of the third conjugation end in -iō: as, *cupiō*,

**faciō, capiō, and jaciō.** You should easily recognize the forms of these words occurring in this lesson. But study section 658 now.

4. **Sinū, arms** (lit. *bosom*); ablative singular of the fourth declension.

5. **Breve, short**; an adjective of the third declension.

## Grammar

**658. Verbs of the Third Conjugation ending in -iō.** The first principal part of verbs of the four conjugations ends respectively in -ō, -eō, -ō, and -iō: as, **vocō, habeo, dūcō, audiō.** There is, however, a small but important group of verbs of the third conjugation ending in -iō, and a few special points about them should be learned.

The three verbs of this class which most frequently occur are **capiō, faciō, and jaciō.** They end in -iō, but their present active infinitives are **capere, facere, and jacere,** showing that they belong to the *third* conjugation and not to the fourth. Examine the present tense of **capiō, dūcō, and audiō,** and note the differences:

<b>capiō, I take, am taking</b>	<b>dūcō</b>	<b>audiō</b>
<b>capis, you take, are taking</b>	<b>dūcis</b>	<b>audīs</b>
<b>capit, he takes, is taking</b>	<b>dūcit</b>	<b>audit</b>
<b>capimus, we take, are taking</b>	<b>dūcimus</b>	<b>audīmus</b>
<b>capitis, you take, are taking</b>	<b>dūcitis</b>	<b>audītis</b>
<b>capiunt, they take, are taking</b>	<b>dūcunt</b>	<b>audiunt</b>

Observe that **capiō** differs from **dūcō** in having *i* in the first person singular and third person plural, but that otherwise it is identical with it. Observe that **capiō** differs from **audiō** in having short *i* throughout, but that otherwise it is identical with it. Learn these inflections thoroughly.

The past progressive (imperfect) and future active of **capiō, faciō, and jaciō** are conjugated like the same tenses of **audiō.** Learn the principal parts, synopsis, and conjugation of **capiō** as given in the Appendix, pages 25-30.



## 659.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>cupiō</u> , cupere, cupīvī, cupītus	<i>cupiditās</i>	<i>wish, desire</i>
nepōs, nepōtis, <i>m.</i>		<i>grandson</i>
<u>interficiō</u> , interficere, interfēcī, interfectus		<i>kill</i>
<u>capiō</u> , -ere, cēpī, captus	capture	<i>take</i>
adhūc, <i>adv.</i>		<i>still, to this time</i>
arca, -ae, <i>f.</i>	ark	<i>box, chest</i>
<u>jaciō</u> , jacere, jēcī, jactus	eject	<i>throw, hurl</i>
<u>mare</u> , maris, <i>n.</i>	marine	<i>sea</i>
<u>faciō</u> , -ere, fēcī, factus	manufacture	<i>make, do</i>
<u>perspiciō</u> , perspicere, perspexī, perspectus	<i>spectō</i>	<i>see, perceive</i>
dormiō, -īre, -īvī, -ītus	dormitory	<i>sleep</i>
cōstituō, cōstituere, cōnstituī, cōnstitūtus	constitute	<i>determine</i>
lītus, litoris, <i>n.</i>		<i>shore</i>
reperiō, reperire, repperī, repertus		<i>find</i>
benignē, <i>adv.</i>	benign	<i>kindly</i>
<u>excipiō</u> , excipere, excēpī, exceptus	<i>ex + capiō</i>	<i>receive</i>
sēdēs, sēdis, <i>f.</i>	<i>sedeō</i>	<i>dwelling-place</i>
<u>accipiō</u> , accipere, accēpī, acceptus	accept, <i>ad + capiō</i>	<i>receive, welcome</i>
<u>tantus</u> , -a, -um		<i>so great</i>

## 660. Application of Latin to English

1. Explain the meaning of the italicized words:

- The seeds lay *dormant* throughout the winter.
- He was overwhelmed by the rain of *missiles*.
- His actions were *tantamount* to a confession of guilt.

d. The *littoral* rights of the United States and Canada are protected by treaties.

e. In the midst of the excitement he remained *imperturbable*.

2. *Jacere*, to throw, cast, has numerous descendants. To *eject* a person is to throw him out. To *reject* an offer is to throw or cast it back. To *conjecture* is to throw things together mentally, to make a guess; as we say, "to put two and two together." A *projectile* is something thrown forward. Explain *projector*. An *objection* to a proposal is something thrown against it. To *inject* antitoxin into the blood is to thrust it in. The *trajectory* of a cannon ball is the curve it describes when thrown across space. An *ejaculation* is a remark thrown out by a sudden impulse. To be *subjected* to punishment is to be thrown or put under it.

3. Explain the suffixes found in *captor*, *infancy*, *constitution*, *victor*, and *version*.

4. Give the Latin plurals of the following nouns of the third declension, pronouncing them as English words:

apex

index

axis

appendix

vertex

basis

## Drill and Review

661. Decline *illud lītus vicīnum*.

662. Write in parallel columns the present and future indicative active of *gerō*, *faciō*, and *reperiō*, and point out the similarities and differences in their conjugation.

663. Review the personal endings of the perfect active. Conjugate the perfect indicative active of the model verbs.

664. State the person, number, tense, voice, and meaning of

*iaciēs*

*jacitur*

*jacimus*

*excipiēbāmur*

*monēs*

*jacīēmus*

*jaciant*

*cupiētis*

*jaceris*

*monēmus*

*dormīs*

*monētis*

**665.** Translate the italicized phrases :

1. Boys are coming *out of yonder school*. 2. We sent them *away from the school*. 3. They came *from the villa to the sea*. 4. Soon they will go *into the water*. 5. Send men *to the town*. 6. Seek aid *from your allies*.

**666.** Answer in Latin :

1. Cuius filius erat Perseus?
2. Cūr Ācrisius Perseum interficere cupiēbat?
3. Quō modō avus nepōtem suum interficere temptābat?

**667.** Read and give the general thought of each paragraph :

Poētae antīquī nōbīs fābulās multās et nōtās nārrāverunt. Inter hās maximē nōta est fābula dē Perseō.

Perseus infāns avō nōn grātus erat. Ōrāculum enim avum Persei hīs verbīs monuerat : “Tuus nepōs tē interficiet.” Hoc ōrāculum avum magnopere terruerat. Itaque propter timōrem Perseum interficere in animō habēbat. Sed quō modō eum interficiet?

Tandem hoc cōsiliū in mentem avī venit : Perseum et mātrem capere et in arcā claudere et in mare altum jacere. Sibi dīcit, “Sī Danaē et Perseus capientur et in mare jacentur, certē submergentur (*will be drowned*).”

Sed rēx hominū deōrumque factum avī vīdit et filium servāre cōstituit ; nam Perseus, ut poētae nōbīs nārrant, filius Jovis erat. Celeriter Juppiter Perseum et mātrem trāns mare tranquillū trānsportat, ubi sēdēs tūta illis datur. Danaē rēgī insulae grātiās dat.



PERSEUS FLIES TO THE LAND OF MEDUSA

## LESSON 59

### PERSEUS IS SENT TO GET THE HEAD OF MEDUSA\*

Tell the story of Perseus as thus far related.

Give all the possible forms of *dūcitur*, *igitur*, *monētur*, *dūcētur*; *haec*, *hanc*, *hōc*, *hoc*, *his*; *cōnsilium*, *Perseum*, *hominum*, *cīvium*.

668. Perseus igitur multōs annōs in rēgnō<sup>1</sup> Polydectis habitābat, et cum mātrem suā vitam laetam agēbat. At Polydectēs Danaēn (*acc.*) magnopere amāre incipiēbat, atque eam in mātrimonium dūcere cupiēbat. Hoc tamen cōnsilium Perseō nōn grātum erat. Polydectēs igitur Per- 5 seum ex rēgnō mittere cōstituit.<sup>2</sup> Tum adulēscēntem ad

\* For a description of Medusa see Gayley's "Classic Myths," p. 208.

sē vocāvit et haec dīxit<sup>2</sup>: "Turpe<sup>3</sup> est hanc ignāvam  
vītā agere; tū adulēscēns es. Quō ūsque (*How long*) in  
meō rēgnō permanēbis? Tempus est arma capere et vir-  
tūtem praestāre. Hinc properā, et caput Medūsae<sup>4</sup> ad mē  
5 reportā."

Perseus, ubi haec audīvit, ex insulā discessit, et post-  
quam ad continentem vēnit, Medūsam quaesīvit. Diū  
frūstrā quaerēbat; namque nātūrā locī ignōrābat.  
Tandem Apollō et Minerva viam eī dēmōstrāvērunt.  
10 Prīmum ad Graeās, sorōrēs Medūsae, vēnit. Ab his  
tālāria et galeam magicam accēpit. Apollō autem et  
Minerva adulēscētī falcem et speculum (*mirror*) dedē-  
runt. Tum postquam tālāria pedibus induit, in āera<sup>5</sup>  
ascendit. Diū per āera volābat; tandem tamen ad eum  
15 locum vēnit ubi Medūsa cum cēterīs Gorgonibus habitābat.

## 669.

## Notes

1. Review section 648 now.
2. This form is *perfect indicative active* of the third conjugation. Study section 670 now.
3. *Turpe*, a predicate adjective with *est*; *it is disgraceful*.
4. Medusa had the power of turning into stone every being that gazed on her face, and might be expected to kill Perseus.
5. *Āera* is accusative singular of *āēr*, which is irregular in that it has a Greek form for the accusative.

## Grammar

**670. The Perfect Indicative Active of the Third and Fourth Conjugations.** The inflection of the perfect indicative active of verbs of the third and fourth conjugations is like that of verbs of the first and second conjugations. Learn the inflection of this tense for the model verbs *dūcō*, *audiō*, and *capiō*, Appendix, page 27.

671.

Place Ideas

With reference to any particular *place*, you may imagine yourself as *being there*, *going to it*, or *going away from it*. The accompanying drawing will illustrate.



Place from which  
**ab** or **ex** with the abl.



Place where  
**in** with the abl.



Place to which  
**ad** or **in** with the acc.

The following phrases occur in the Latin story of this lesson. State regarding each whether it expresses place *where*, *whither* (*to which*), or *whence* (*from which*). State also what preposition and what case are used, and whether the verb expresses motion or "rest."

in rēgnō

ex rēgnō

ad sē

in meō rēgnō

ex insulā

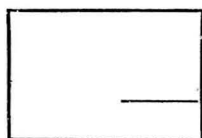
ad continentem

ad Graeās

in āera

ad eum locum

The accompanying diagram illustrates the difference in the ideas expressed by **ab** and **ex** with the ablative.



672.

Vocabulary

NEW WORD

RELATED WORD

MEANING

incipiō, -ere, -cēpī, -ceptus

mātrimōnium, -mōnī, *n.*

permaneō, -ēre, -mānsī, -mānsus

praestō, -āre, -stitī, -stitus

matrimony

*prae* + *stō*

*begin*

*marriage*

*remain*

*excel, exhibit*

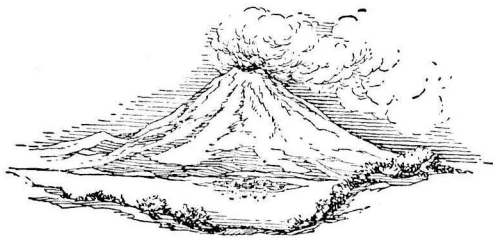
NEW WORD	RELATED WORD	MEANING
reportō, -āre, -āvī, -ātus	report	<i>bring back</i>
<u>discēdō</u> , -ere, -cessī, -cessus	<i>dis</i> + <i>cēdō</i>	<i>depart, withdraw</i>
continēns, -entis, <i>f.</i>	continent	<i>continent</i>
<u>quaerō</u> , -ere, -sīvī, -sītus	inquire	<i>ask, seek</i>
<u>namque</u> , <i>conj.</i>	<i>nam</i>	<i>for</i>
tālāria, -ium, <i>n. plur.</i>		<i>winged sandals</i>
magicus, -a, -um	magic	<i>magic</i>
falx, falcis, <i>f.</i>		<i>curved sword, sickle</i>
pēs, pedis, <i>m.</i>	pedal	<i>foot</i>
induō, -ere, -ī, -ūtus		<i>put on</i>
āēr, āeris, <i>m.</i>	aërial	<i>air</i>
ascendō, -ere, -ī, ascēsus	ascend	<i>ascend</i>

### 673. Application of Latin to English

1. Explain the meaning of the italicized words:

- The commander sent in a *requisition* for additional supplies.
- The poor reception on the radio was due to a defective *aërial*.
- The *transmitter* is an essential part of the radio.
- The beauty of the scene *transcends* description.
- He is *indued* with the spirit of justice.

2. See how many English words you can find derived from **mittere**, *to send, let go*. Derivatives are formed from the first



A VOLCANO EMITS SMOKE

and last principal parts. Hence some derivatives will contain *mit(t)* and others *miss*. Use the prefixes *ad-*, *com-*, *dis-*, *ex-* (*e-*), *in-*, *inter-*, *intro-*, *ob-*, *per-*, *prae-*, *pro-*, *re-*, *sub-*, *trans-*. Consult the dictionary.

3. The interrogation mark (?) is a curious derivative of *quaerere*, *to ask*. It was the custom in reading a manu-

script to write on the margin the word *quaere* regarding any doubtful point. It meant "Ask about this," "Look this up." It was abbreviated to *qu.* or *q.* This was often written hastily and gradually took the form *?*, which we use today.

4. Observe in pronouncing *āera* that *a* and *e* do not form a diphthong, but that each vowel is pronounced separately. The same is true of the derivative *aërial* and of the related word *aëroplane* (pronounced *ā'ēr-ō*). Avoid the common mispronunciation of the second syllable of both words.

### Drill and Review

674. Decline *pēs*, *virtūs*, *māter*, and *suī*.

675. Review the perfect passive of the first and second conjugations (Appendix, page 28).

676. Learn thoroughly the principal parts and the three stems of the following verbs, giving a derivative from the last principal part, if one exists. Consult the general vocabulary.

agō	dīcō	petō	cōstituō
cadō	dūcō	premō	tangō
cēdō	fluō	quaerō	trahō
discēdō	frangō	relinquō	vādō
excēdō	fundō	rumpō	veniō
claudō	gerō	scandō	vertō
currō	jaciō	ascendō	vincō
dēfendō	mittō	statuō	volvō

677. Conjugate *agō*, *jaciō*, and *veniō* in the perfect active. Write a synopsis of *petō* in the third person singular, and of *relinquō* in the third person plural.

678. State the person, number, tense, and meaning of

dicit	dīcent	dīxī	aget	jacent	jēcistī
dixit	dīxērunt	dīximus	ēgimus	jaciunt	jacimus
dicet	dīcētis	ēgit	agēmus	jēcit	jacis
dīcunt	dīxistis	agīt	agimus	jacit	jēcī



**679.** How is the *to* relation expressed in Latin when it is *indirect object*? when it is *place to which*? Write the following sentences in Latin:

1. They ran to the river. 2. They announced the victory to the leader. 3. His brother and sister have departed to the villa. 4. They are sent to the city. 5. They ascend to the sky. 6. Books were given to me; they were sent to me. 7. They will hasten to the garden. 8. I said nothing to you. 9. He will be led to Rome.

**680.** Learn thoroughly the meaning of the following related words:

*hīc, here*

*hic, this*

*hūc, to this place*

*hinc, from this place*

*adhūc, up to this time*

**681.** Read and translate:

Perseus in rēgnō Polydectis vītā laetā egit. In illō rēgnō multōs annōs permānerat. Tandem ex rēgnō discessit, quod rēx eum mīsīt. Sine dubiō Perseus excēdere cupīvit; nam puer nōn jam erat. Praetereā virtūtem  
5 praestāre parātus erat. Rēx eī dīxit: "Cape arma. Virtūtem praestā. Medūsā quaere. Caput illius ad mē reportā."

Cum gaudiō Perseus haec verba audīvit; et sine morā sē armāvit et discessit. Ad continentem nāvī vēnit,  
10 ubi Medūsā diū frūstrā quaesīvit. Tandem via ā deīs dēmōnstrāta est et Perseus ad Graeās vēnit. Illae eum benignē excēpērunt et eī tālāria et galeam magicā dedērunt. Tālāribus per āera Perseus volāvit. Hōc modō dēnique ad domicilium Medūsae vēnit.



PERSEUS ATTACKS MEDUSA

## LESSON 60

### PERSEUS KILLS MEDUSA

Tell the story of Perseus as far as it has been related.

Give all possible forms of *hoc, hōc, haec, hic* ; *īra, arma, postea* ; *periculō, Perseō* ; *dei, igni, ōrāculi, ei* ; *hominēs, ducēs*.

682. Maximē difficile<sup>1</sup> erat Medūsam interficere atque caput eius abscīdere (*to cut off*). Hominēs enim, sī caput Gorgonis viderant, in saxum versī sunt.<sup>2</sup> Propter hanc causam Minerva speculum<sup>3</sup> (*mirror*) Perseō dederat. Ille igitur tergum vertit, et in speculum īnspiciēbat (*looked 5 into*). Hōc modō in locum vēnit ubi Medūsa dormiēbat. Simul ac Medūsa reperta est, Perseus caput eius falce suā

abscīdit (*cut off*). Cēterae Gorgonēs statim ē somnō excitātae sunt et irā<sup>4</sup> commōtae sunt. Arma rapuērunt et Perseum interficere cupiēbant. Ille autem dum fugit, galeam magicam induit; et ubi hoc fēcit, nōn diūtius ab  
 5 eīs vīsus est. Postquam hōc modō sē abdidit, ā finibus Gorgonum properāvit.

Post haec Perseus in finēs Aethiopum vēnit. Ibi Cēpheus illō tempore rēgnābat. Hic Neptūnum, maris deum, ōlim offenderat (*had offended*). Itaque imperiō<sup>5</sup> deī  
 10 mōnstrum cotidiē ē mari<sup>6</sup> veniēbat et hominēs dentibus interficiēbat. Ob hanc causam terror animōs populi occupāverat. Cēpheus igitur ad ōrāculum nūntium mīsit, atque ā deō jussus est filiā mōnstrō trādere. Eius autem filiā, nōmine<sup>7</sup> Andromeda, virgō maximē pulchra erat.  
 15 Ubi respōnsum ōrāculi audītum est, Cēpheus magnō dolōre<sup>8</sup> commōtus est. Cupiēbat tamen cīvēs suōs ē tantō periculō extrahere, atque ob eam causam imperāta deī facere cōstituit.

## 683.

## Notes

1. Maximē difficile, *very difficult*; predicate adjective.

2. This is a form of the perfect passive of *vertō*, a verb of the third conjugation. Study section 684 now.

3. The mirror given Perseus was probably a highly polished shield. See the illustration (p. 363). Ancient mirrors were of metal, not of glass, the most costly being made of silver. Both wall mirrors and portable looking-glasses were common.

4. Irā tells by what *cause* they were disturbed. In translating irā commōtae sunt use a natural English expression.

5. Imperiō, *in accordance with the command*.

6. Mare is an i-stem noun, and the ablative singular is mari.

7. Nōmine, literally, *by name*. In translating use a natural English expression. Study section 685 now.

8. In what three ways is *cause* expressed in this story?

## Grammar

**684. The Perfect Indicative Passive of Verbs of the Third and Fourth Conjugations.** The perfect indicative passive of verbs of the third and fourth conjugations is inflected like that of the first and second conjugations. See the Appendix, page 28.

**685. Eleventh Use of the Ablative. Respect.** In the sentence "John is good at baseball, but he fails in science," the words "baseball" and "science" tell in what respect John is good and in what respect he fails. In Latin the ablative case without a preposition tells in what respect the meaning of nouns, adjectives, or verbs is true. This use is called *specification*, or *respect*.

**686. Review of the Uses of the Ablative Case.** The ideas expressed by the ablative case are more varied than those expressed by any other case. The frequent use of the ablative case without a preposition also makes it more difficult to recognize the idea expressed by an ablative phrase and get the thought of the sentence. Review the sentences in the Latin story containing the phrases given below. Then tell what idea is expressed by each phrase (or state what it tells about the rest of the sentence); state whether a preposition is used, and what word the phrase modifies.

hōc modō  
falce suā  
ē somnō  
īrā  
ab eīs  
nōmine

illō tempore  
ē marī  
ā deō  
magnō dolōre  
ē tantō periculō

Be sure you now know this list of uses of the ablative:

*With the prepositions dē (concerning), prō, and sine*

*Place from which (whence), with the preposition ā (ab) or ē (ex)*

*Agent, with the preposition ā (ab)*

*Separation, with or without the preposition ā (ab), dē, or ē (ex)*

*Place where*, with the preposition **in**

*Time when*, without a preposition

*Accompaniment*, with the preposition **cum**

*Means*, without a preposition

*Manner*, with the preposition **cum**, which may be omitted when the noun is modified by an adjective

*Cause*, with or without the preposition **dē**

*Respect*, without a preposition

## 687.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>causa</u> , -ae, <i>f.</i>	cause	<i>cause, reason</i>
<u>simul</u> ac, <i>conj.</i>	<i>simul</i>	<i>as soon as</i>
<u>excitō</u> , -āre, -āvi, -ātus	excite	<i>arouse</i>
<u>rapiō</u> , -ere, rapuī, raptus		<i>seize</i>
<u>fugiō</u> , -ere, fūgi, fugitus	fugitive	<i>flee</i>
<u>abdō</u> , -ere, -didī, -ditus		<i>hide, conceal</i>
<u>dēns</u> , dentis, <i>m.</i>		<i>tooth</i>
<u>ob</u> , <i>prep. with acc.</i>		<i>on account of</i>
<u>trādō</u> , -ere, -didī, -ditus		<i>hand over, surrender</i>
<u>virgō</u> , virginis, <i>f.</i>	virgin	<i>maiden, girl</i>
dolor, dolōris, <i>m.</i>		<i>grief</i>
<u>extrahō</u> , -ere, -trāxī, -trāctus	extract	<i>drag out, rescue</i>
<u>imperātum</u> , -ī, <i>n.</i>		<i>command</i>

## 688.

## Latin Derivatives

The Suffix **-or**. You have seen that the suffix **-tor**, meaning "one who," is really **-or** and gets the **t** from being added to the *participial* stem of the verb, which usually ends in **-t**. There is another suffix **-or** (without **t** before it), which is added to the *present* base of verbs and has an entirely different meaning. It denotes a state or condition, both in Latin and in English. Thus **terror** is from *terreō*, *I frighten*, and means the state of being afraid, fright. Many Latin words in **-or** are used in English without change: as, **terror**, **vigor**, **fervor**.

Give the meanings of the following Latin nouns in **-or** and state which appear without change in English:

amor	dolor	honor	timor
clāmor	error	horror	valor

Tell which of these nouns come from Latin verbs that you have met. Give the verbs and their meanings.

**The Suffixes -ānus or -īnus and -icus.** The suffixes **-ānus** or **-īnus** (English *-an*, *-ane*, *-in*, *-ine*) and **-icus** (English *-ic*), meaning *pertaining to*, are added to nouns and adjectives to form adjectives: as, **Rōmānus**, *Roman*; **domesticus**, *domestic* (*pertaining to the house*). Other words of this formation that you have had or that you may be able to explain are

Āfricānus	Germānicus	marīnus
aquāticus	hūmānus	rūsticus
divīnus	Latīnus	

## 689. Application of Latin to English

1. Explain the meaning of the italicized words:

- The *audion* is important in the radio.
- We should *condole* with our friends in their misfortunes.
- He was an *excitable* individual.
- He is a very *inquisitive* child.
- He ate with a *voracious* appetite.
- He secured possession of the document *surreptitiously*.

2. Explain the following derivatives of **tempus**, *time*: **con-**temporary, **contem-**poraneous, **extem-**poraneous, *temporary*. In grammar **tempus** appears as *tense*.

3. *Indolent* now means lazy, idle, but it originally meant not grieving, not worrying, from **in**, *not*, and the root **dol**, *to grieve*. The "I should worry" club had its ancient members.

4. Why is *pacify* spelled with *c*, *partial* with *t*, *imperative* with *a*, *commotion* with two *m*'s and *t*, *repetition* with *e* and *t*?

5. Collect as many English nouns ending in **-or** as you can and decide which are borrowed from Latin.

## Drill and Review

**690.** Conjugate *fugiō* in the present, future, and perfect indicative active; *cōstituō* in the perfect active; *mittō*, *capiō*, and *petō* in the perfect passive.

**691.** Review the principal parts and meanings of the verbs in section 676. Supply the needed verbs:

1. Ego *sought, will drag, have left, came, was coming.*
2. Tū *said, were climbing, have closed, drove, will seek.*
3. Ille *was coming, broke, will throw, heard, desires.*
4. Nōs *find, were leading, fall, conquered, have determined.*
5. Vōs *send, defended, seek, were running, will turn.*
6. Illi *came, touch, will take, are sleeping, threw.*

**692.** State what idea is expressed by the italicized phrases and translate the sentences into Latin:

1. He will fight *with a sword.*
2. He leads us *with courage.*
3. He came *with his father.*
4. A lieutenant is sent *with horsemen.*
5. We heard his speech *with great joy.*
6. He seized the book *from me.*
7. The leader was speaking *about the causes* of the war.
8. *At that time* they were fleeing into the city.
9. They remained *in camp because of the command* of the consul.

**693.** Give the meaning of the words in the following related groups:

<i>clāmō</i>	<i>vincō</i>	<i>capiō</i>	<i>stō</i>
<i>conclāmō</i>	<i>victor</i>	<i>accipiō</i>	<i>circumstō</i>
<i>clāmor</i>	<i>invictus</i>	<i>excipiō</i>	<i>praestō</i>
		<i>captivus</i>	

**694.** Answer in Latin:

1. Cūr difficile erat Medūsam interficere?
2. Quō modō Perseus ā cēterīs Gorgonibus fūgit?
3. Quō Perseus ā terrā Gorgonum volāvit?
4. Quis deum maris offenderat?
5. Quid Neptūnus fēcit?
6. Quid mōnstrum cotīdiē fēcit?
7. Cūr Cēpheus imperāta ōrāculi facere cōstituit?

695. Proceed as in previous exercises :

1. Post longum tempus Medūsa ā Perseō reperta est.  
 2. Perseus ad terram Gorgonum ā rēge missus est. 3. Postquam Medūsa interfecta est, terra Gorgonum ā Perseō celeriter relictā est. 4. Bellum ā cōsulibus gestum est.  
 5. Equī albī victōrēs per viās Rōmae vexērunt. 6. Ā sociīs benignē exceptī sumus. 7. Portae oppidī clausae sunt.  
 8. Hieme propter undārum altitudinem difficile erat Rōmānōs nāvigāre in marī; aestāte hae difficultātēs eōs nōn terrēbant. 9. Inopia pecūniae cupiditātem praedae auxerat. 10. Quod sē exercuerant, mīlitēs maximā cum difficultāte spīrābant. 11. In hāc prōvinciā tōtum annum permānerant. 12. Quō in locō sē abdidērunt? 13. Multitūdō ex agrīs discēdet et ad mare dūcētur.

## REVIEW 12

696.

### Vocabulary Review

The following list contains the words of Lessons 56–60 that are for permanent retention :

374. abdō	388. incipiō	402. prōpōnō
375. accipiō	389. indūcō	403. quaerō
376. addūcō	390. interficiō	404. quidem
377. capiō	391. jaciō	405. rapiō
378. causa	392. mare	406. tantus
379. cupiditās	393. mēns	407. tōtus
380. cupiō	394. multitūdō	408. trādō
381. dēns	395. namque	409. tuba
382. discēdō	396. nāvis	410. vertō
383. excipiō	397. ob	411. victor
384. faciō	398. perdūcō	412. vincō
385. fugiō	399. permanēō	413. vīvus
386. imperātor	400. perspicīō	
387. imperātum	401. pēs	



## 697.

## Grammar Review

Be sure that you have learned from the last five lessons :

1. How the future and perfect indicative, active and passive, of the third conjugation are inflected.

2. How the present, past progressive, future, and perfect indicative, active and passive, of verbs of the third conjugation ending in *-iō* are inflected.

3. An eleventh use of the ablative — to express the respect in which something is true.

Decline *causa*, *cupiditās*, *imperātor*, *imperātum*, *pēs*, and *victor*.

Name the eleven uses of the ablative you have studied.

Make a synopsis of *jaciō* in the third person singular, and of *vincō* in the third person plural.

Give the principal parts of each verb in 696.

At what points does the inflection of *-iō* verbs differ from the inflection of regular verbs of the third conjugation?

## 698.

## Sight Translation

## IN THE POWER OF THE GIANT

Dum Polyphēmus in somnō permanet, Ulixēs multa cōsilia in animō sēcum vertēbat. "Quō modō," ex sē quaerēbat, "ego et sociī mei ex hāc spēluncā ad mare vivī discēdēmus? Quō modō hoc mōnstrum vincam et victor  
5 ad nāvēs fugiam?" Namque — ut ipse perspiciebāt — nē decem quidem hominēs saxum tantae magnitudinis ā portā spēluncae movēre poterant (*were able*); neque ipse quidem auxiliō sociōrum mōnstrum tantī corporis facile interficere poterat. Dolō insidiisque fugere sine dubiō  
10 erat necesse. Tōtam noctem (*night*) cōsilia faciēbat.

Polyphēmus, postquam paucās hōrās dormit, ē somnō

sōle excitātus est. Sine morā idem quod hesternō diē (*as on yesterday*) fēcit. Duōs ē reliquīs virīs rapuit, corpora eōrum dentibus frēgit et dēvorāre incēpit. Frūstrā enim Graeci sē abdiderant. Tum saxum ā portā mōvit et ipse pedibus tardus cum ovibus (*sheep*) ex spēluncā in agrōs 5 discēdere parāvit. Eō tempore laetī animīs erant Graeci; nam ex spēluncā apertā fugere vehementer cupiēbant. Postquam autem Cyclōps saxum in eundem locum magnā cūrā posuit, cēterī sociī dēspērābant. Ulixēs vērō, vir magnī cōnsilī, nōndum dēspērābat. Hoc cōnsilium novum 10 cēpit.

In spēluncā pālum (*stake*) magnum forte vīderat. Hunc summā cum dīligentiā praeacūtum (*sharp at the end*) fēcit. Tum, postquam cēterīs cōnsilium suum prōposuit, Polyphēmum exspectāvit. 15

Sub vesperum Polyphēmus per agrōs ad spēluncam ovēs perdūxit et eōdem modō quō (*as*) antea cēnāvit. Nunc sex ex tōtō numerō sociōrum relictī sunt. Tum Ulixēs Polyphēmō vīnum (*wine*) suāvissimum (*very sweet*) dedit quod (*which*) sēcum forte ē nāve portāverat. Hoc 20 vīnum Cyclōps magnō gaudiō accēpit. Postea secundum et tertium pōculum (*cup*) postulāvit: nam magnā cupiditāte vīnī adductus est.

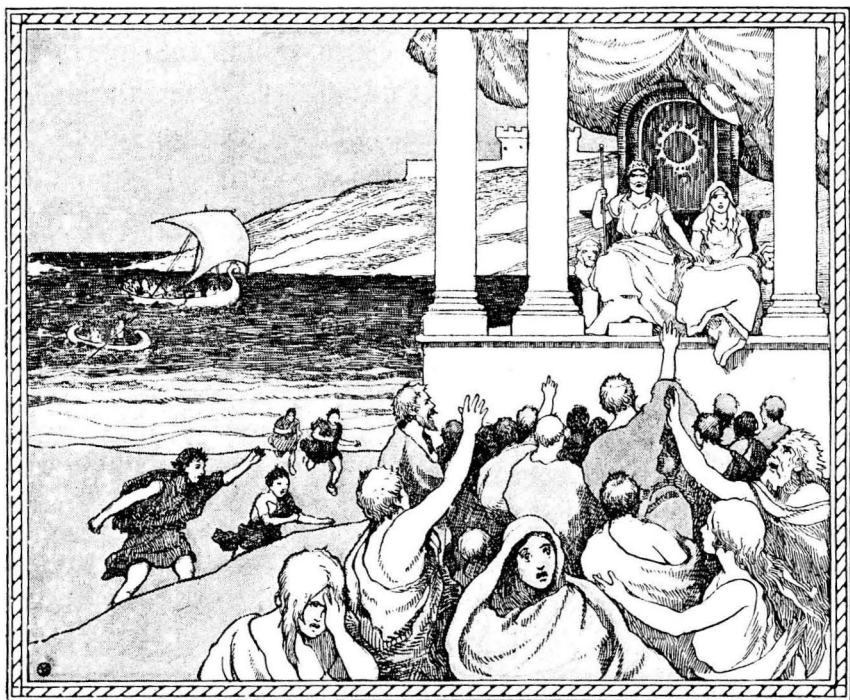
Tandem mente ob vīnum laetus Polyphēmus quaesivit: "Quō nōmine, amīce, appellāris? Tuō enim beneficiō 25 inductus sum et grātiās tibi prō tantō beneficiō agere in animō habeō." "Nēmō (*Nobody*)," respondit Ulixēs, "meum nōmen est." Postquam hoc audīvit, Polyphēmus dīxit, "Hās grātiās tibi ob verba tua agam: tē post sex sociōs reliquōs dēvorābō." Tum vīnō cibōque gravis 30 (*heavy*) mox somnō superātus est. (*Continued on page 406*)

699.

## Derivation

1. Give the Latin word (and its meaning) from which each of the following words is derived: *devour*, *tradition*, *offensive*, *pedestal*, *inspect*, *quest*, *permanent*, *incipient*, *cupidity*, *invincible*, *dental*, *trident*, *mariner*, *propose*, *adduce*, *causal*, *reverse*, *implicate*, *tube*, *adversary*, *pedometer*, *infant*, *include*, *tempest*, *dolorous*, *expedite*, *proposition*, *avert*.

2. Collect as many English derivatives as possible from *capiō* and *vincō*.



CEPHEUS AND CASSIOPEIA LISTEN TO THEIR FRIGHTENED PEOPLE

## LESSON 61 (Optional)

### THE CRIME OF CASSIOPEIA

The sea monster had been sent because Cassiopeia, wife of Cepheus, had boasted that she was more beautiful than the sea-nymphs. The nymphs and Neptune were offended by her words.

Give all possible forms of *illī, mari, deī, mōnstrī; agrōs, mōs; fēminīs, mātis, maris, dicis.*

700. *Antīquis temporibus deī et deae ob injūriās dē hominibus supplicium sūmēbant.<sup>1</sup> Quondam superbia (pride) mulieris ūnūs erat causa dolōris et supplicī tōtius<sup>2</sup> gentis.*

Cassiopēia, uxor Cēpheī, suam pulchritūdinem iterum 5 atque iterum laudāverat. "Sum pulchrior,<sup>3</sup>" dicēbat,

"quam omnēs aliae mulierēs. Sum pulchrior quam ūlla dea. Sum pulchrior quam nymphae (*nymphs*) maris."

Haec verba ā Neptūnō, deō maris, audīta sunt. Illi deō<sup>4</sup> nymphae maris maximē cārae erant. Itaque deus  
5 dē Cassiopēiā et gente Cēpheī supplicium sūmere parāvit. Cotīdiē mōnstrum ē marī in agrōs Cēpheī mīsīt. Ab hōc mōnstrō et agrī vāstātī<sup>5</sup> et hominēs interfectī sunt.

Cīvēs timōre commōtī<sup>6</sup> auxilium ā rēge petivērunt. Ille, ut erat mōs antiquōrum, ōrāculum cōsultuit. Ōrācu-  
10 lum ita respondit: "Andromedam, filiam tuam, mōnstrō trādere necesse est. Hōc modō cīvēs et patria ex tantō periculō extrahentur."

Māter misera, ubi respōnsum ōrāculī audīvit, multās lacrimās effūdīt (*shed*). Nōn jam illa superba erat ob  
15 pulchritūdinem. "Ego ipsa vītā meam dare dēbeō," dīxit. "Heu mē miseram!"<sup>7</sup> Mea est culpa (*fault*). Poenam ipsa pendam." Andromeda autem dīxit: "Ego perīre (*to perish*) parāta sum. Sī ego ā mōnstrō interficiar, vōs servābiminī. Prō vōbīs et patriā vītā meam dare dēbeō.  
20 Libenter imperātum ōrāculī faciam."

## 701.

## Notes

1. Dē . . . supplicium sūmēbant, *inflicted punishment on* (lit. *took punishment from*).

2. Tōtius is genitive singular of tōtus, like illius.

3. Pulchrior, *more beautiful*, is the comparative degree of the adjective pulcher. You will see the Latin comparative ending -ior in the English words *inferior* and *superior*. Quam means *than* when used with an adjective in the comparative degree.

4. What case must illi deō be? What does the group tell? Can it be the indirect object? How is it used? Compare with Hoc cōnsilium Perseō nōn grātum erat. Review § 479.

5. Supply sunt with vāstātī.

6. **Timōre commōtī**, *moved by fear*. The group is typical of many which you will meet. It consists of a perfect passive participle in the nominative plural, agreeing with the subject *cīvēs* and in turn modified by a noun in the *ablative* case. If *commōtus* means *moved*, what are the meanings of *ductus*, *captus*, and *factus*?

7. **Heu mē miseram**, *oh, poor me!* *Mē miseram* is accusative case, in an exclamation.

## 702.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<i>injūria</i> , -ae, f.	injury	<i>injury</i>
<i>sūmō</i> , -ere, <i>sūmpsī</i> , <i>sūmptus</i>	consume	<i>take, take up</i>
<i>uxor</i> , -ōris, f.		<i>wife</i>
<i>pulchritūdō</i> , -inis, f.	<i>pulcher</i>	<i>beauty</i>
<i>ūllus</i> , -a, -um	<i>nōn + ūllus = nūllus</i>	<i>any</i>
<i>cōnsulō</i> , -ere, -uī, -tus	consult	<i>consult</i>
<i>pendō</i> , -ere, <i>pendī</i> , <i>pēnsus</i>		<i>weigh, pay</i>

## 703.

## Application of Latin to English

1. Explain the meaning of the italicized words:

- The color was that of the *aquamarine*.
- His actions showed that he was *culpable*.
- His conduct was highly *presumptuous*.

2. Think of as many derivatives as you can from *vertere*, *to turn*. Use both the present base *vert-* and the participial stem *vers-*. Try the prefixes *ab-*, *ad-*, *con-*, *contra-*, *di-* (*dis-*), *in-*, *ob-*, *per-*, *re-*, *sub-*, *trans-*. After thinking of all you can independently, consult the dictionary and add others. Note the idea of *turning* which is obvious in most of them.

3. *Pendere* meant originally *to weigh*, but since the value of money was originally estimated by weight, it came to mean *to pay*. *To dispense* justice meant to weigh it out,

then to deal it out. To *expend* money meant to weigh it out, then to pay it. *Compensation* for injuries is a payment or return equal to (*con-*) the original loss. To *recompense* a person for his services is to pay him back (*re-*). *Pension*

meant originally a payment, and is now used with that meaning in a special sense. A *stipend* is a sum of money paid for services.



CONTROVERSY

4. French *frère* is from Latin *frāter* and means *brother*. What do you think is the meaning of *mère, père, lune, mort, pont, porte, and premier*?

5. Give the Latin suffixes appearing in the following English words and give their meanings: *lachrymose, injury, injurious, humanity, resumption, protractor*.

6. Why is *remittance* spelled with two *t*'s, *remission* with two *s*'s, and *repetition* with one *p*?

### Drill and Review

**704.** Decline in the singular *potestās, fortitūdō, and homō*.

**705.** Conjugate *sūmō* in the tenses based on the present stem; *cōsulō* in the perfect active; *vincō* in the perfect passive.

**706.** Give the genitive plural of *cīvis, hostis, and urbs*; the ablative singular of *mare* and *ignis*. What name is given to this class of nouns? What is their peculiarity?

**707.** How are means and agent expressed in Latin? Translate into Latin the following sentences:

1. They were aroused by injuries. 2. We were sent by the commander. 3. She was welcomed by that lady. 4. War has been waged by our leaders. 5. It was destroyed by fire. 6. You have been sought by us. 7. What was being done by you yesterday? 8. Those words were said by him. 9. The city was saved by its walls.

**708.** Answer in Latin:

1. Cūr deī supplicia dē hominibus sūmēbant?
2. Quae fēmina ōlim causa dolōris erat?
3. Quibus verbīs Cassiopēia sē laudābat?
4. Ā quō verba eius audita sunt?

**709.** The following sentences contain celebrated sayings of famous Greeks and Romans. Read and translate each:

1. Agēsilāus, prīnceps Spartānus, fortitūdinem cīvium suōrum ita laudāvit: "Haec sunt moenia Spartae." 2. Āgis, clārus dux Graecōrum, ōlim mūrōs altōs Corinthī spectābat. "Quārum fēminārum," quaesīvit, "haec urbs est?" 3. Caesar victōriam suam hīs verbīs nūntiāvit: "Vēnī, vidī, vīcī." 4. Rēx antiquus ōlim dīxit, "Meī cīvēs numquam rogāvērunt, 'Quot sunt hostēs?' sed 'Ubi sunt hostēs?'" 5. Hostis ante pugnam mīlitī Spartānō dīxit, "Hodiē sōlem ob magnum numerum sagittārum nōn vidēbitis." "In umbrā igitur pugnābimus," respondit Spartānus. 6. Forte Lentulus, gener (*son-in-law*) Cicerōnis et homō parvus, gladium magnum gerēbat. Cicerō eum vidit. "Quis," quaesīvit Cicerō, "generum meum ad illum gladium ligāvit (*bound*)?"



## PERSEUS ARRIVES OPPORTUNELY

Tell the story of Perseus as thus far related.

Give all possible forms of *marī, amīcī, eī, mihi, militī; tempore, mare, habēre; potestās, lacrimās.*

710. Nunc tempus sacrificī<sup>1</sup> vēnit. Andromeda, virgō fortis,<sup>2</sup> ad lītus prōducta est et ad rūpem vīncta est. Cēpheus et Cassiopēia adsunt. Nōn procul ab eīs sedent amīcī et comitēs eōrum. Omnēs spectātōrēs fātum grave<sup>3</sup>  
 5 Andromedae dēplōrābant (*were lamenting*) nec lacrimās tenēbant.

At subitō, dum mōnstrum exspectant, Perseus pervēnit; cōnstitit et ubi lacrimās spectātōrum vīdit, causam dolōris commūnis quaesīvit. Statim imperium ōrāculī eī exposi-  
 10 tum est et puella ad rūpem vīncta<sup>4</sup> dēmōnstrāta est. Dum haec geruntur, fremitus<sup>5</sup> horribilis audītur; brevī tempore<sup>6</sup> mōnstrum ingēns procul in marī vidētur. "Heu! Heu! Puellam miseram!"<sup>7</sup> clāmant omnēs.<sup>8</sup> Mox vīta eius finīetur; nam subsidium deēst. Interim mōnstrum  
 15 ad lītus magnā celeritātē properāvit, jamque ad locum appropinquābat ubi puella stābat.

Tum Perseus ad rēgem et rēgīnam appropinquāvit et dīxit: "Ego sum Perseus, fīlius Jovis. Fortis sum nec ab illō mōnstrō terreor. Mōnstrum interficiam et Andromeda  
 20 dam ex perīculō extraham." Hoc auxilium pater et mātēr Andromedae libenter accēpērunt.

Itaque juvenis fortis gladium suum ēdūxit (*drew*), et



PERSEUS ATTACKS THE SEA MONSTER

postquam tālāria induit,<sup>9</sup> in āera volāvit. Post breve tempus dēsuper (*from above*) in mōnstrum impetum<sup>10</sup> fēcit, et gladiō suō collum (*neck*) eius graviter vulnerāvit.

## 711.

## Notes

1. Translate this genitive by *for*, not *of*.
2. This is an adjective of the third declension, for there are adjectives of this declension in Latin, just as there are adjectives of the first and second declensions. Study section 712 now.
3. Grave is an adjective of the third declension modifying fātum.
4. The group ad rūpem vincta is similar to timōre commōti in Lesson 61. In what respect do the groups differ?
5. Fremitus, *noise*; a noun of the fourth declension, nominative singular.
6. What idea does brevī tempore express? What is the case? Since brevī ends in -ī, to what declension must it belong and what kind of stem must it have?
7. See section 701, note 7.
8. Omnēs is an adjective of the third declension used substantively.
9. In translating the perfect tense after postquam, ubi, and simul ac, the past perfect will frequently sound more natural in English.
10. Impetum, *attack*; accusative of the fourth declension.

## Grammar

**712. Adjectives of the Third Declension.** Adjectives of the first and second\*declensions have three sets of terminations, that is, they have one set for the masculine, one for the feminine, and one for the neuter gender: as, bonus, bona, bonum, etc. A few adjectives of the third declension have three sets of terminations likewise: as, ācer, ācris, ācre, etc., *sharp*; but the adjectives of the third declension which you will most frequently meet have but two sets of terminations, that is, they have one termination for the masculine and

feminine genders, and one for the neuter gender: as, *omnis*, *omne*, etc., *all*. Some have but one termination in the nominative singular for all three genders: as, *ingēns*, *huge*.

Examine carefully the declension of *omnis*, *omne*, *all*, given in the Appendix, page 18.

You will note the following points:

1. The masculine, feminine, and neuter are alike except in the nominative and accusative cases.

2. The case endings are the same as those of the nouns of the third declension except in the ablative singular, the genitive plural, the neuter nominative and accusative plural, and (sometimes) the masculine and feminine accusative plural.

3. The ablative singular ends in *-ī*; the genitive plural in *-ium*; the neuter nominative and accusative plural in *-ia*; and the masculine and feminine accusative plural may end in *-is*. They are *i*-stem adjectives.

4. Some of these peculiarities have already been met in certain nouns, which are also *i*-stems.

Learn thoroughly the declension of *omnis*.

**713. Neuter *i*-Stem Nouns.** *Mare*, *sea*, and *insigne*, *banner*, are *i*-stem nouns of the third declension. They are neuter gender and are declined exactly like the neuter of *omnis*. Decline each. Verify your work in the Appendix, page 16.

**714. Masculine and Feminine *i*-Stem Nouns.** You have already noticed that certain masculine and feminine nouns of the third declension (called *i*-stem nouns) have *-ium* in the genitive plural instead of *-um*. This is the only special point about these nouns that you need to know thoroughly. Give the genitive plural of *hostis*, *cīvis*, *aedēs*, *urbs*, *mōns*, *pōns*, *ignis*, *adulēscēns*, *gēns*, *caedēs*, *arx*, *pars*, *finis*, *fōns*, *turris*, *nāvis*, *orbis*, *īnfāns*.

It may help you to note that these words consist mainly of the following classes:

1. Nouns ending in *-is* or *-ēs* in the nominative singular, with

the same number of syllables in the genitive singular as in the nominative: as, *hostis*, gen. *hostis* (but not *miles*, gen. *militis*).

a. The ablative singular of some of these words occasionally ends in *-ī* instead of *-e* (like *i*-stem adjectives): as, *ignī*.

2. One-syllable words (monosyllables) ending in *-s* preceded by a consonant: as, *mōns*, *pōns*, *gēns*, *urbs*.

a. The accusative plural of both classes *may* end in *-īs* instead of *-ēs* (like *i*-stem adjectives): as, *urbīs*, *finīs*.

## 715.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>fortis</u> , -e	<i>fortitūdō</i>	brave, strong
<u>rūpēs</u> , <u>rūpis</u> , f.		rock, cliff
<u>vinciō</u> , <u>vincīre</u> , <u>vīnxī</u> , <u>vīctus</u>	<i>vinculum</i>	bind
<u>comes</u> , <u>comitis</u> , m. or f.		companion
<u>omnis</u> , <u>omne</u>	omniscient	all
<u>fātum</u> , -ī, n.	fate	fate, lot
<u>gravis</u> , grave	gravity	heavy
<u>perveniō</u> , <u>pervenīre</u> , <u>pervēnī</u> , <u>perventus</u>	<i>per</i> + <i>veniō</i>	arrive
<u>cōnsistō</u> , -ere, -stitī, -stitus		stand still, stop
<u>commūnis</u> , -e		common
<u>expōnō</u> , -ere, -posuī, -posi- tus		set forth, expose
<u>brevis</u> , breve	brevity	brief, short
<u>horribilis</u> , <u>horribile</u>	horrible	horrible
<u>ingēns</u> , <u>ingentis</u> *		huge
<u>finiō</u> , -īre, -ivī, -ītus		end, come to an end, finish
<u>dēsum</u> , -esse, -fuī, -futūrus		be wanting
<u>celeritās</u> , <u>celeritātis</u> , f.	celerity, <i>celeriter</i>	speed
<u>rēgīna</u> , -ae, f.	<i>rēx</i>	queen
<u>graviter</u> , adv.	<i>gravis</i>	severely

\* The genitive singular of adjectives of one termination is given in the vocabularies.

## 716. Application of Latin to English

1. Explain the meaning of the italicized words :

- a. The sufferings of the patient were *aggravated* by the noise.
- b. The man is a *Communist*.
- c. The progress of the movement was greatly *accelerated*.
- d. The two men sprang to their feet *simultaneously*.

2. *Omnis*, *all*, has already been noted in *omnibus*, which is the dative plural, meaning *for all*. An *omniscient* person is one who knows everything. God is described as *omnipotent* and *omnipresent*, because He is all-powerful and everywhere present. An *omnivorous* reader devours everything.

3. Observe that in the words *brevity*, *gravity*, *dignity*, *timidity*, *cupidity*, etc. the suffix *-ty* is preceded by the vowel *i*. This is because *i* preceded *-tās* in the Latin words, *brevitās*, *cupiditās*, etc. The vowel used in Latin is regularly preserved in English. Spell the English forms of *nōbilitās*, *antīquitās*, *celeritās*, *varietās*, *necessitās*.

4. Equations are called *simultaneous* when they are satisfied "at the same time" by the same values for the unknowns.

5. Why is *abbreviate* spelled with two *b*'s, *aggravate* with two *g*'s, and *accelerate* with two *c*'s?



THE OMNIVOROUS GOAT

## Drill and Review

717. Give the meaning of the following words :

atque	et	tamen	dum	habeō	lītus
itaque	at	tandem	tum	habitō	lītēra
		autem			

**718.** Give the ablative singular, the genitive plural, and the nominative and accusative plural neuter of *fortis*, *omnis*, *gravis*, *brevis*, and *ingēns*. See the Appendix, page 18.

**719.** Decline *homō fortis*, *tempus breve*, *mōnstrum ingēns*.

**720.** Conjugate *pervenīō* in the present, future, and perfect active; *ēducō* in the same tenses of the passive. Give the principal parts of *vincō* and *vinciō*.

**721.** Complete the following sentences:

1. In illō proeliō (*brave men*) cadēbant. 2. (*All the rivers*) prōvinciae nostrae in mare fluunt. 3. Domicilia (*of all the allies*) dēfenduntur. 4. Oppidānī (*on all sides*) premuntur. 5. Dux (*the hard fate*) suōrum comitum dēplōrat. 6. Portae (*in a short time*) clauduntur. 7. Omnēs (*by that huge monster*) territī erant.

**722.** Answer in Latin:

1. Ubi Andromeda vīncta est?
2. Quī prope mare aderant?
3. Quid spectātōrēs faciēbant?
4. Quid Perseō nārrātum est?
5. Quae puella eī dēmōnstrāta est?
6. Quid prīmum auditum est?
7. Quō mōnstrum properābat?

**723.** Translate:

1. Omnis hostīs vīcit. 2. Oppida eōrum ignī dēlēta sunt. 3. Cīvīs suōs propter virtūtem laudāvit. 4. Per hōs montīs in prōvinciam vēnit. 5. Nāvis postulāvit.

**724.** Proceed as in previous exercises:

1. Elephantus ingēns animal est; ingēns caput habet. 2. Omnia flūmina rīpās habent, et omnia mēria lītora habent. 3. Paucī hominēs semper sunt fortēs. 4. Sōl ab omnibus hominibus vidētur. 5. Postquam Trōja capta est, victōrēs rēgī Priamō et cēterīs cīvibus mortem parāvērunt. Sed Helena in Graeciam reportāta est. 6. Ā

Rōmānīs patria māter omnium cīvium appellāta est.  
7. Adulēscētēs Rōmānī urbēs Graeciae et Asiae saepe  
visitābant. 8. Comitēs eius fātum grave dēplōrant; ipse  
fortis est et interritus. 9. Quod vesper aderat, et equitēs  
et mīlitēs in castrīs continēbantur. 10. Propter magnitūdi- 5  
nem periculī gladiōs suōs strīnxērunt (*drew*). 11. Quanta  
est lātitudō illīus flūminis? 12. Libertās omnibus homi-  
nibus cāra semper fuit. 13. Sī facultās mihi dabitur,  
turrem scandam, namque altitudō eius mē nōn terret.  
14. Fīnēs eōrum ad mare pertinent (*extend to*). 15. Tum 10  
prīnceps dīxit: "Tempus est captīvōs ad rēgem addūcere.  
Jubē eōs ligārī et prōdūcī." 16. Pater meus epistolam  
(*letter*) tuam servō permīsīt (*intrusted*). Servus ipse cum  
epistolā ā patre statim praemittētur (*will be sent ahead*).  
Quod timōre poenae indūcitur, ille ad tē magnā celeritāte 15  
curret.





PERSEUS LEADS ANDROMEDA HOME

## LESSON 63

### PERSEUS KILLS THE SEA MONSTER AND GAINS A WIFE

Tell the story of Perseus as thus far related.

Give all possible forms of *fortī, paucī, patrī, eī, mōnstrī*; *breve, litore, dare, mare, sē, ille*; *gaudium, omnium, dōnum, hostium*.

725. *Mōnstrum ubi vulnus sēnsit, fremitum (noise) horribilem ēdidit (gave forth), et sine morā corpus sub aquam mīsīt.<sup>1</sup> Omnēs quī in litore stābant clāmāvērunt; paucī auxilium audācī virō dare aut periculum prohibēre parātī erant. Perseus interim circum litus volābat et reditum<sup>2</sup> mōnstrī exspectābat. Mare undique sanguine (blood) rubrum erat. Post breve tempus mōnstrum*

rūrsus appāruit; sed mox inter clāmōrēs spectātōrum ācrium<sup>3</sup> gladiō Perseī gravius<sup>4</sup> vulnerātum est. Tum iterum sē in undās mīsit, neque postea vīsum est.

Perseus,<sup>5</sup> postquam ad lītus dēscendit,<sup>6</sup> primum tālāria exuit.<sup>7</sup> Tum ad rūpem vēnit ubi Andromeda ligāta erat. 5 Ea autem omnem spem<sup>8</sup> salūtis jam dēposuerat. Juvenis fortis vincula eius digitīs statim solvit et puellam patrī reddidit.

Cēpheus ob salūtem filiae maximō gaudiō affectus est; atque maximum erat gaudium omnis gentis Cēpheī. 10 Rēx, laetus quod filiam nōn āmiserat,<sup>9</sup> prō tantō beneficiō maximās Perseō ēgit grātiās. Praetereā Andromedam ipsam eī in mātirimōnium dedit. Ille libenter hoc dōnum accēpit. Paucōs annōs cum uxōre suā in eā regiōne (*region*) habitābat et in magnō honōre erat apud omnīs 15 Aethiopēs.

Magnopere tamen mātrem suam rūrsus vidēre cupiēbat. Tandem igitur cum uxōre suā ē rēgnō Cēpheī discessit.

## 726.

## Notes

1. *Mīsit, plunged.*

2. *Reditum, return*; a noun of the fourth declension, with an ending for the accusative singular similar to that of the second declension.

3. For the inflection of *ācer, ācris, ācre*, an adjective of three terminations, see the Appendix, page 18. Observe that it is exactly like *omnis* except that it has a special form, *ācer*, for the nominative singular masculine.

4. *Gravius, more severely*; an adverb in the comparative degree, like *diūtius*. Observe the ending *-ius*.

5. In Latin, when a noun, like *Perseus*, is the subject of both the main clause and a dependent clause, it is usually put first. In English it is more natural to put such a noun into the dependent clause: as, "After Perseus, etc." In what order should *mōnstrum ubi* be translated in the first line?

6. What tense sounds best in translating *dēscendit*?

7. If *induō* means *put on*, what does *exuō* probably mean?

8. *Spem, hope*; a noun of the fifth declension, with an ending for the accusative singular similar to that of the third declension. To what verb is it related?

9. *Amiserat, had lost*. Past perfect of a verb of the third conjugation. Study section 727 now.

## Grammar

**727. Past Perfect and Future Perfect, Active and Passive, of Verbs of the Third and Fourth Conjugations.** These tenses of verbs of the third and fourth conjugations are all formed in the same way as in verbs of the first and second conjugations. Learn the inflection of these tenses of the model verbs *dūcō*, *audiō*, and *capiō*, as given in the Appendix, pages 28–29.

**728. Place Ideas.** Tell the different ideas expressed by the following phrases occurring in the Latin story, and state how each idea is expressed:

sub aquam  
in litore  
in undās

ad litus  
in eā regiōne  
ē rēgnō

## 729.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>sentiō</u> , sentiŕe, sēnsī, sēnsus	sentiment	<i>feel, be aware of</i>
audāx, audācis	audacious	<i>daring, bold, brave</i>
<u>prohibeō</u> , -ēre, -uī, -itus	prohibit	<i>prevent, keep off</i>
<u>ācer</u> , ācris, ācre	acrid	<i>sharp, keen, eager</i>
dēscendō, dēscendere, dēscendī, dēscēnsus	descend, ascendō	<i>descend</i>
ligō, -āre, -āvī, -ātus		<i>tie, bind</i>
<u>dēpōnō</u> , dēpōnere, dē- posuī, dēpositus	depose	<i>set down, abandon</i>

NEW WORD	RELATED WORD	MEANING
<u>digitus</u> , -ī, <i>m.</i>		<i>finger</i>
<u>solvo</u> , solvere, solvī, solutus	solve	<i>loosen, unfasten</i>
<u>reddo</u> , reddere, reddidī, redditus	red + dō	<i>give back, restore</i>
afficiō, afficere, affēcī, affectus	affect, ad + faciō	<i>move, affect</i>
<u>mittō</u> , -ere, -mīsī, -missus	ā + mittō	<i>lose</i>

### 730. Application of Latin to English

#### 1. Explain the meaning of the italicized words:

- It was impossible to reconcile the *dissentient* factions.
- The dispute became *acrimonious*.
- The defendant was *absolved* from all charges.
- The battle was a *sanguinary* one.
- He was filled with a *presentiment* of coming disaster.
- A *prestidigitator* entertained them.
- If sinners entice thee, *consent* thou not.

#### 2. What derivatives can you think of from *fortis*?

3. From *ligāre*, to *bind*, come several important English words. A *ligament* serves to connect bones or to hold in place organs of the body. A *ligature* is a string for binding arteries to stop the flow of blood. To feel under *obligation* is to feel bound by some favor. An *obligation* is a duty which one is bound to perform. A *league* (through French) is an agreement between two or more nations binding them to assist each other. A person is *liable* for damage which he has done because he is bound by law to pay for it. This derivation should prevent you from confusing *liable* with *likely*; for example, "It is likely (*not liable*) to rain."

4. *Millennium* is one of the interesting derivatives from *annus*. When we speak today of the millennium, we mean some distant age when everything and everybody on earth

will be perfect. Originally it contained no such idea, but meant "a thousand years," from *mille* (*thousand*) and *annus* (*a year*). But the Bible (Rev. xx, 6) predicts a glorious coming period which shall last a thousand years. Hence the word *millennium* came to mean any far-off period of perfect peace and happiness.

5. Why are *assent* and *apparatus* spelled with doubled consonants? Explain the difference (in spelling and meaning) between *assent* and *ascent*; between *descent* and *dissent*.

### Drill and Review

**731.** Decline *ācer cīvis*, *proelium ācre*, and *īdem homō*.

**732.** Conjugate *sentiō* in the active voice through the perfect; make a synopsis of *solvō* in the third singular active.

**733.** Complete the following sentences:

1. *Proelium erit (short but keen)*. 2. *Signum (by the keen soldiers) expectātur*. 3. *(All our friends) nōbiscum (a short time) manēbunt*. 4. *Nāvēs ā litore (will be unfastened)*. 5. *Vulnus grave (of the javelin) sentiēbātur*. 6. *Omnēs captīvī ex vinculis (were loosened and set free)*.

**734.** Read and translate:

1. *Deīs grātiaē agī dēbent*. 2. *Orātiōnem ab omnibus audīri cupīvit*. 3. *Vehī in equīs puerīs et puellis grātum est*. 4. *Hoc dīci nōn dēbet*. 5. *Imperātor supplicium dē hostibus sūmī jubēbit*.

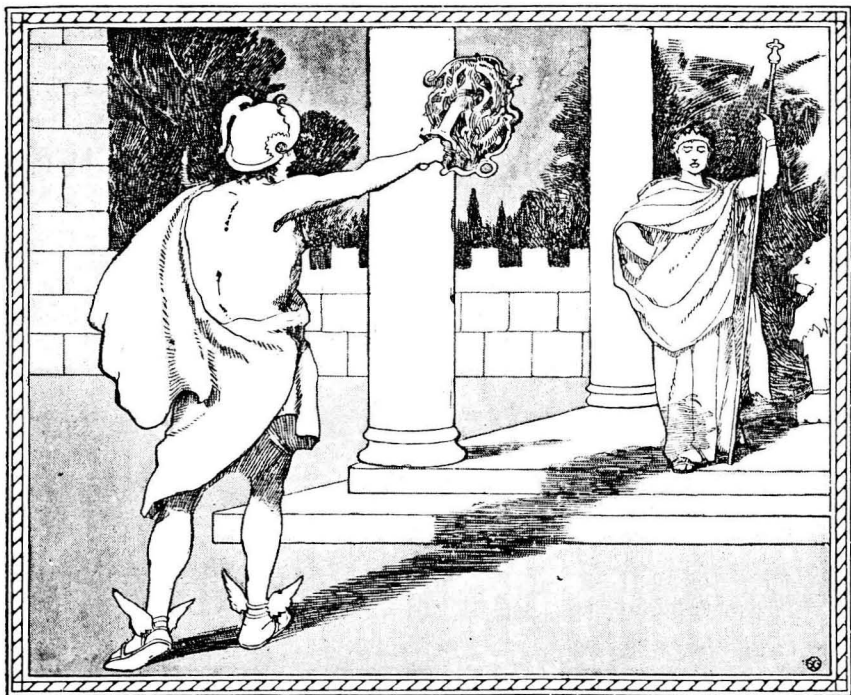
**735.** Write in Latin:

1. Stones ought not to be thrown by the boys. 2. The leader ordered peace to be sought. 3. The words of old men ought to be heard by us. 4. It is necessary for all boys to be in school daily. 5. Not all men are brave at all times. 6. There was great common danger, because food was wanting.

**736.** Proceed as in previous exercises:

1. *Perseus nōn ob cupiditātem glōriae cum mōnstrō pugnāvit, sed quod filiam rēginae ā morte servārī cupīvit*.

2. Ex fātō horribilī Andromeda servāta erat ; nam grave erat perīculum illīus virginis. 3. Perseus neque comitem neque auxilium habuit. Sōlus et gladiō armātus mōnstrum ingēns oppugnāvit. 4. Brevis erat pugna ; nam mōnstrum, simul ac vulnus sēnsit, in undās altās magnā celeritāte sē mīsīt. 5. Ālīs Perseus in āera ascenderat et dē āere dēscenderat. 6. Omnēs sanguinem in undīs vīdērunt. Sine dubiō mōnstrum ā Perseō graviter vulnerātum erat. 7. Simul ac vir fortis ad lītus pervēnit, Andromeda ex vinculis solūta est. 8. Pater eius et māter et omnēs comitēs Perseō grātiās ēgērunt.



POLYDECTES IS TURNED INTO STONE

## LESSON 64 (Optional)

### THE DEATH OF POLYDECTES AND ACRISIUS

Give all possible forms of *forte*, *certē*, *ipse*, *ante*, *terrōre*, *ācre*; *multī*, *brevī*, *mātrī*; *tempus*, *salūs*, *Perseus*.

**737.** Postquam Perseus cum uxōre suā nāvem ad insulam Serīphum appulit (*brought*), ad locum contendit ubi<sup>1</sup> māter ōlim habitāverat.<sup>2</sup> Sed aedēs erant vacuae et omnīnō dēsertae (*abandoned*). Breve tempus Perseus per  
 5 omnem insulam mātrem quaerēbat. Tandem ad templum Diānae pervēnit. Hūc Danaē fūgerat et auxilium deae petiverat, quod Polydectem timēbat, quī (*who*) illum in mātrimonium dūcere cupīverat.

Perseus, ubi<sup>3</sup> timōrem mātris et causam fugae cognōvit, irā magnā commōtus est et in animō dē Polydecte supplicium sūmere habuit. Ad rēgiam (*palace*) Polydectis sine morā contendit, et, ubi eō vēnit, statim in ātrium inrūpit (*burst into*). Polydectēs magnopere territus est et ex ātriō 5 fūgit. Dum tamen ille hinc fugit, Perseus caput Medūsae dēmōnstrāvit. Rēx, simul ac hoc vīdit, in saxum versus est.

Post haec Perseus cum uxōre suā ad urbem Ācrisī pervēnit. Ille autem, ubi<sup>4</sup> Perseum vīdit, magnō terrōre 10 commōtus est; nam propter ōrāculum<sup>5</sup> nepōtem suum adhūc timēbat. Inde igitur ad urbem Lārissam statim fūgit. Frūstrā tamen fugae vītā atque fortūnās permīsit; neque enim hōc modō fātum suum vītāvit.

Post paucōs annōs rēx Lārissae (*at Larissa*) lūdōs<sup>6</sup> 15 magnōs fēcit. Multī ex omnibus urbibus Graeciae ad lūdōs convēnērunt. Perseus ipse ad lūdōs vēnit et certāmen discōrum (*of the discus*) iniit (*entered*). At dum discum ibi jacit, avum suum cāsū (*by chance*) interfēcit; Ācrisius enim forte eōdem vēnerat<sup>7</sup> et inter spectātōrēs 20 stābat.

## 738.

## Notes

1. Study section 739 now.
2. See section 656.
3. In what order should **Perseus ubi** be translated?
4. One does not usually say "*He*, however, when *he*." How can you avoid this?
5. What had the oracle predicted?
6. **Lūdōs**, *games, spectacles*. You have already seen this noun used not only of a school but also of athletic contests and of shows in the arena.
7. Try to think of a more natural English expression than the literal translation of **forte vēnerat**.



## Grammar

**739. Some Important Adverbs of Place to be Carefully Distinguished.** Adverbs of place are used with more accuracy in Latin than in English, and when they are fully understood they throw much light upon the general meaning of sentences which they introduce.

*eō*, *thither*, *to that place*, with a verb of motion; someone is going to a place previously mentioned.

*inde*, *thence*, *from that place*, with a verb of motion; someone is going from a place previously mentioned.

*ibi*, *there*, *at that place*, with a verb of rest; someone is, or does something, at a place previously mentioned.

*hūc*, *hither*, *to this place*, with a verb of motion.

*hinc*, *hence*, *from this place*, with a verb of motion.

*hīc*, *here*, *at this place*, with a verb of rest.

*quō*, *whither?* *to what place?* with a verb of motion.

*unde*, *whence?* *from what place?* with a verb of motion.

*ubi*, *where*, *at which place*, with a verb of rest.

*eōdem*, *to the same place*, with a verb of motion.



## 740.

## Vocabulary

## NEW WORD

contendō, contendere,  
contendī, contentus

vacuus, -a, -um  
omnīnō, *adv.*

## RELATED WORD

vacuum  
omnis

## MEANING

*hasten*, *fight*  
*empty*  
*wholly*

NEW WORD	RELATED WORD	MEANING
<u>hūc</u> , <i>adv.</i>		<i>hither, to this place</i>
<u>cognōscō</u> , <i>cognōscere</i> , cognōvī, <i>cognitus</i>	<i>agnōscō</i>	<i>learn, know</i>
<u>eō</u> , <i>adv.</i>		<i>thither, to that place</i>
<u>hinc</u>		<i>hence, from this place</i>
<u>permittō</u> , <i>-ere, -mīsī</i> , -missus		<i>trust, intrust</i>
<u>conveniō</u> , <i>convenīre</i> , convēnī, <i>conventus</i>	<i>convention</i> , <i>con + veniō</i>	<i>come together, assem- ble</i>
<u>eōdem</u> , <i>adv.</i>		<i>to the same place</i>

### 741. Application of Latin to English

1. Explain the meaning of the italicized words:

- The enemy *evacuated* the town.
- No *solution* of the mystery has yet been reached.
- At what hour will the meeting *convene*?

2. The words *hither*, *thither*, *whither*, *hence*, *thence*, *whence*, were once in common use. Today we ordinarily say "Come *here*," "Where are you going?" and "He went *there*," whereas the correct forms with verbs expressing motion are, respectively, *hither*, *whither*, and *thither*. These words are in our literature, and every educated person should have a sense of their meaning. In translating *eō*, *quō*, and *hūc*, practice using the exact English equivalent, even if you change it later to a more usual form of expression. Thus you will develop an accurate feeling for the meaning of these words.

3. *Jacere*, *to throw*, appears in several grammatical terms. An *interjection* is a word thrown between other elements of a sentence without having grammatical connection with them. An *adjective* is a word thrown to, or added to, a noun; that is, modifying it.

4. Give the Latin heteronym of the Anglo-Saxon *down-cast*.

## Drill and Review

742. Decline *regiō dēserta* and *gravis discus eius*.

743. Give the principal parts and stems of *cognōscō*, and conjugate this verb in the present and perfect indicative active. Give its present infinitive passive.

744. What case is used in Latin to express the idea of accompaniment? to express the idea of place from which?

745. Read and translate:

1. Quō curritis? 2. Unde vēnistī? 3. Eō contendērunt. 4. Quō vādīs? 5. Ibi sē dēfendēt. 6. Ubi illī cecidērunt?

746. Read in Latin the following paragraph about the Vestal Virgins, who were attendants in the temple of Vesta, and then tell all you can in English about them:

Aenēas, ut poētae antīquī nārrāvērunt, sēcum ex ruīnīs Trōjae ignem sacrum (*sacred*) cīvītātis Rōmānae vexerat. Hic ignis postea in templō Vestae servābātur; nam Vesta dea ignis et foci ā Rōmānīs adōrābātur. Quod praesidium maximum Rōmānīs hōc ignī prae-bēbātur, necesse erat ignem magnā diligentīā semper servārī. Vestālēs virginēs ignem Vestae cūrābant et servābant. Ignem Vestae servāre summus honor erat; multae puellae Rōmānae hoc officium cupiēbant. Trīgintā annōs Vestālēs in ātriō Vestae habitābant. Per decem annōs Vestālēs docēbantur; deinde decem annōs ignem servābant; dēnique Vestālēs novās decem annōs docēbant. Magna erat dignitās et potestās Vestālium. Grave erat supplicium eārum quae (*who*) fīdae nōn erant. Mōs erat Vestālēs ā pontifice maximō (*the Pontifex Maximus*) nōminārī. Puellae sex annōrum saepe nōminātae sunt. Post trīgintā annōs Vestālēs ātrium Vestae relinquiēbant et domicilia sua petēbant.

## LESSON 65

### THE PATRIOTISM OF DECIUS

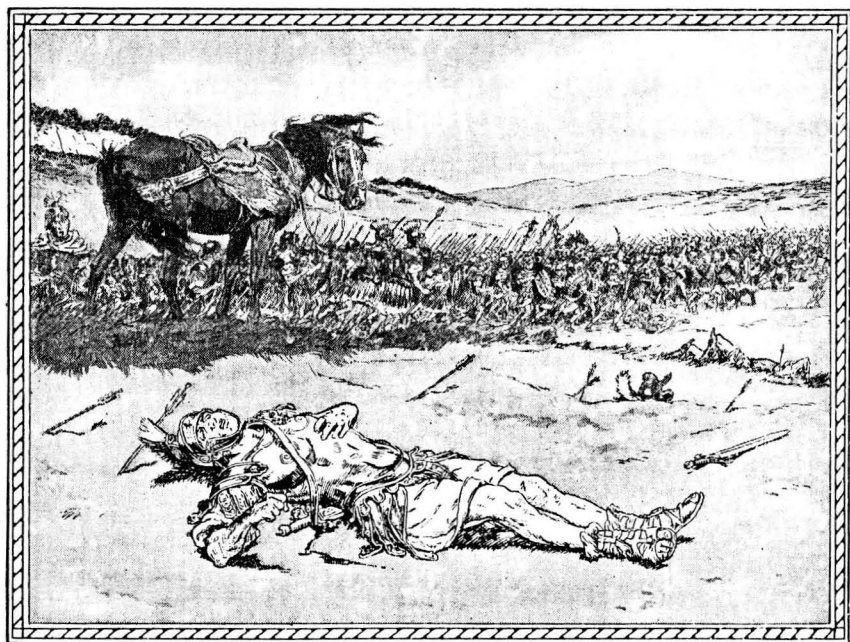
The readiness of the Roman to give his life for his country is illustrated by the story of Decius. He was a consul at a time when the Romans were at war with the Latins. A battle was about to take place, and the leaders of the Roman army had been advised that the side would win which suffered the death of its leader. Decius promptly vowed that he would give his life. He rushed alone into the midst of the ranks of the enemy, by whom he was soon slain.\*

Give all possible forms of certē, mē, breve, mare, honōre; omnia, audāciā, victōria, proelia.

747. Ōlim Rōmānī cum Latīnīs, gente finitimā agrīs Rōmānīs, bellum gerēbant. Cōpiās magnās cōscripserant et instrūxerant. Latīnī autem Rōmānīs potestāte et numerō hominum parēs erant. Ante proelium antīquō mōre<sup>1</sup> Rōmānōrum prīncipēs sacrificia fēcerant.<sup>2</sup> Ōmina 5 autem esse<sup>3</sup> adversa reppererant. Deōs esse adversōs crēdidērunt; itaque ōrāculum cōsuluērunt et auxilium petīvērunt: "Quō modō," rogāvērunt, "īra deōrum ā nōbīs āvertētur (*will be turned away*) et victōria reportābitur?" "Victōriam certē<sup>4</sup> reportābitis," breviter<sup>4</sup> respondit 10 ōrāculum, "sī dux cōpiārum vestrārum prīmus in proeliō interficiētur."

Tum Decius, ūnus ex cōsulibus, ā deīs auxilium hīs verbīs petīvit: "Jāne,<sup>5</sup> Juppiter, pater Mārs et vōs, deī

\* The story of Decius is told in Harding's "The City of the Seven Hills," pp. 113-114.



DECIUS FALLEN IN BATTLE

deaeque, quī (*who*) hanc urbem cūrātis et dēfenditis, prō patriā et legiōnibus mortī mē nunc voveō.”

Ubi haec dīxit, prīmum diligenter sē armāvit. Deīnde in equum ascendit et sōlus in mediōs hostīs sē jēcīt. Hos-  
 5 tēs prīmō audāciā virī ācris stupuērunt. Quōcumque (*In whatever direction*) in equō Decius vectus est, hostēs in eum tēla jēcērunt; tum ob timōrem equitis audācis ex eō locō fūgērunt. Nōn diū tamen vir tantae audāciae fātum suum vitāvit. Brevī tempore multis tēlis vulnerātus<sup>6</sup> ceci-  
 10 dit. Interim, quod hostēs omnēs in partēs per agrōs fugiēbant, Rōmānī ācrēs proelium renovābant. Mox omnēs Latīnī in fugam coniectī sunt et victōria recuperāta est.

Sic morte ūnius<sup>7</sup> virī servātī<sup>6</sup> omnēs Rōmānī maximō gaudiō affectī sunt. Decius ipse propriam mercēdem

(reward) virtūtis accēpit; nam Rōmānī hōc factō commōtī<sup>6</sup> ei magnum honōrem postea tribuērunt.

Paucis mēnsibus hostēs sē suaque omnia in potestātem populī Rōmānī trādidērunt.

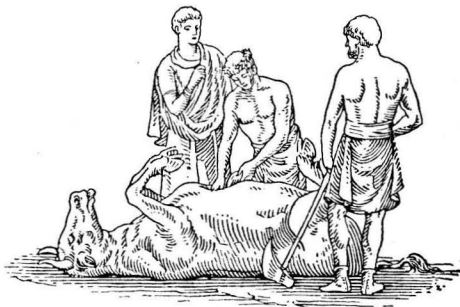
## 748.

## Notes

1. Antiquō mōre, according to the ancient custom.

2. In ancient Rome there was a class of soothsayers (*haruspices*), who claimed to be able to determine the will of the gods by an examination of the liver, heart, and lungs of a victim that had been sacrificed. Generals and consuls often consulted these persons before a war or a battle. If the omens, as interpreted by the *haruspices*, were unfavorable, the Romans hesitated to engage in a new enterprise.

3. What usage of the infinitive is this? See section 500, note 8. Translate the infinitive clause in two ways.



HARUSPEX

4. *Certē*, *certainly*, and *breviter*, *briefly*, are adverbs formed from the adjectives *certus*, *certain*, and *brevis*, *brief*. Study section 749 now.

5. Janus, the god of beginnings, was invoked at the beginning of wars. During the progress of a war the doors of the temple of Janus were always open; in peace they were kept closed. The devotion of the Roman nation to warfare is shown by the fact that only once were the doors closed in the six hundred and odd years from Numa to Augustus.

6. The group *multis telis vulneratus* is similar to other groups that you have met. It consists of a perfect passive participle in the nominative singular, agreeing with the subject (understood) of *cecidit* and itself modified by an ablative phrase. Study sections 750, 751, 752 now.

7. *Ūnūs* is the genitive singular of *ūnus*. Several adjectives of the first and second declensions (as *tōtus*, *sōlus*, *ūllus*) have a genitive and dative singular with the same endings as *ille*.

## Grammar

**749. The Formation of Adverbs from Adjectives.** Adverbs are formed from adjectives of the first and second declensions by the addition of *-ē* to the base of the adjective: as, **certus**, **certē**; and from adjectives of the third declension by the addition of *-iter* to the base: as, **brevis**, **breviter**. By the *base* is meant that part of the adjective which is unchanged in the inflection of the word; it is the part to which the endings for the several cases are added.

Most adjectives of the third declension of one ending add *-ter* to the base: as, **diligenter**, from **diligēns**, *diligent*.

Some adverbs are the accusative or ablative singular neuter of the adjectives: as, **primum**, *first*; **prīmō**, *at first*; **facile**, *easily*.

**750. Participles in English.** Both in English and in Latin there are forms of the verb called *participles*.

There are in English four participles. They are illustrated in the following sentences:

1. The boy, *seizing* the oars, rowed as hard as he could.

Here *seizing* is a *present (active) participle*, formed from the verb *seize*. It is an adjective and modifies the subject, *boy*, but it is also a *verb*, taking a direct object, *oars*.

2. *Being requested* to leave, we did so promptly.

Here *being requested* is a *present (passive) participle*, modifying the subject, *we*; but it also partakes of the nature of a verb in having *voice*.

3. *Having abandoned* all hope, he gave up the search.

Here *having abandoned* is a *perfect or past (active) participle*, formed from the verb *abandon*. It is an adjective, modifying the subject, *he*; but it is also a verb, taking a direct object, *hope*.

4. *Having been ordered* to deliver the message, he obeyed.

Here *having been ordered* is a *perfect (passive) participle*, modifying the subject, *he*, and having voice like a verb.

The past participle is commonly used in a shortened form without *having been*: as, "*Defeated and discouraged*, the enemy surrendered." Here *defeated* and *discouraged* are *perfect (passive) participles*, equivalent to the longer forms *having been defeated* and *having been discouraged*.

The derivation of *participle* will help you to remember the double nature of participles, which is very important in Latin. It is derived from *pars*, *part*, and *capere*, *take*, and the participle is so called because, although it is a form of the verb, it "partakes" of the nature of an adjective.

**751. Participles in Latin.** Latin lacks the *present passive* and the *perfect active* participles. Thus, there are no Latin forms corresponding exactly to *being requested* and *having abandoned* in the second and third examples given above.

**752. The Perfect Passive Participle.** The last principal part of most verbs, as you know, is the perfect passive participle, and this is the most important of the Latin participles. Learn the full and the short meanings of the perfect passive participles of the model verbs, in the Appendix, page 30. This participle is an adjective of the first and second declensions and is declined like *bonus*.

You have already used this participle to form the perfect, past perfect, and future perfect tenses of the passive voice with some form of the verb *sum*.

You have, moreover, met the perfect passive participle a number of times when it was not part of the main verb phrase, but was used as the corresponding English participle is used in the fourth example above: as,

1. Senātōrēs insignibus ōrnātī sedēbant. § 586.
2. Sunt captīvī ductī ex Galliā et Britannīā et in lūdīs gladiātōriīs exercitātī. § 646.
3. Cīvēs timōre commōtī auxilium ā rēge petivērunt. § 700.
4. Puella ad rūpem vīncta dēmōnstrāta est. § 710.



In translating a Latin perfect passive participle the shortened form (without the words *having been*) should normally be used. But more often it will be better to translate it by a clause of time, cause, condition, concession, or by a relative clause: as, *mīlitēs vulnerātī, the soldiers, when wounded, because wounded, if wounded, although wounded, who were wounded*. That translation is to be selected which makes the best sense in the sentence.

The most important point to remember about a participle in Latin is that it is an *adjective*, and that consequently it agrees in gender, number, and case with some noun or pronoun. When the participle forms part of the verb, it naturally agrees with the subject. When it does not form part of the verb, it frequently agrees with the subject, as in the Latin examples given above. You will find it used also with the accusative and other cases.

## 753.

## Vocabulary

## NEW WORD

## RELATED WORD

## MEANING

finitimus, -a, -um*fīnis**neighboring*cōnscrībō, -ere, -scrīpsī,  
-scrīptus*enlist, enroll*īnstruō, -ere, -strūxī,  
-strūctus*draw up*pār, paris*par**equal*ōmen, ōminis, *n*.*omen**omen*crēdō, crēdere, crēdidī,  
crēditus*credible**believe*renovō, -āre, -āvī, -ātus*re + novus**renew*recuperō, -āre, -āvī, -ātus*recover*proprius, -a, -um*appropriate**one's own, fitting*tribuō, tribuere, tribuī,  
tribūtus*contribute**give, grant, bestow*mēnsis, -is (-ium), *m*.*month*

## 754. Application of Latin to English

## 1. Explain the meaning of the italicized words:

- a. He displayed an *aversion* to snakes.
- b. The words of the old man had an *oracular* sound.
- c. The young man is totally *irresponsible*.
- d. Swift *retributions* followed the offense.
- e. The boy *appropriated* his brother's possessions.
- f. He will *recuperate* in the South.
- g. The *disparity* in their ages was noticeable.

## 2. The importance which the Romans attached to omens is seen in many derivatives which reflect their point of view.

When we say that a meeting begins "under happy auspices," we are referring to the practice of the Roman augur, who watched for omens or signs in connection with any new enterprise to find out the will of the gods. An "auspicious beginning" is one with favorable omens, while an "inauspicious happening" is one in which the omens were unfavorable. When we speak of "inaugurating a president," we are using a term which refers to a ceremony conducted by the an-



AUGUR

cient **augur**, whose duty it was at the beginning of any public enterprise to consult the sacred books or watch for omens. The same idea is found in the expressions "of happy augury" and "this augurs well." An "ominous calm" is one in which we find an omen foreshadowing the coming storm. An "ill-omened" name is one that suggests a coming misfortune. An "abominable" sight is one that causes us to turn away from it (*ab-*) as from an evil omen.

3. Indicate why the participles in the following sentences are incorrectly used, and recast each sentence so as to make it correct :

- a. Flying in an aëroplane, the building looked small.
- b. Being a wet day, we skidded badly.
- c. Walking along the street, a strange sight met our eyes.
- d. Having entered the harbor, a large statue was visible.

### Drill and Review

**755.** Give the meaning of the following words :

ōrāre	perspicere	spectāre	imperāre
ōrātor	īnspicere	expectāre	imperātor
ōrātiō	speculum	spectātor	imperātum
ōrāculum		spectāculum	imperium

**756.** Review the meanings of *et . . . et*, *neque . . . neque*, *nōn solum . . . sed etiam*, *aut . . . aut*. Then express in Latin :

1. Not only men but also leaders fell in that battle. 2. Caesar praised the boldness of both the legions and the allies. 3. He sent a letter neither to his father nor to his mother. 4. Those bold men desired either death or a victory.

**757.** Read and translate, keeping in mind the various ways of expressing cause :

1. Hāc dē causā bellum ab eīs renovātum erat. 2. Ob illam causam et peditēs et equitēs conveniēbant. 3. Propter multās causās Gallī bellum gerere in animō diū habuerant. 4. Multis dē causis ea regiō erat vacua. 5. Vulneribus dēfessī erāmus; tamen cupiditāte glōriae commovēbāmur. 6. Propter injūriās eō vērunt et subsidium petivērunt.

**758.** Answer in Latin :

1. Quō tempore Rōmānī sacrificia faciēbant?
2. Quā dē causā Rōmānī in bellō Latīnō ōrāculum cōnsuluērunt?
3. Ā quibus deīs auxilium ā Deciō petēbātur?
4. Cūr hostēs fūgerunt?
5. Cūr Decius cecidit?
6. Quō modō Latīnī victi sunt?

**759.** Read and translate, giving particular attention to the participles :

1. Militēs in Galliam missī fortiter pugnābant. 2. Oppidānī ab hostibus captī miserī erunt. 3. Ad oppidānōs obsessōs auxilium missum erat. 4. Captīvōs vinculis ligātōs in Italiam misit.

**760.** Express in Latin :

1. Boys praised by a teacher are happy. 2. Having been wounded, he was no longer fighting. 3. Elected a consul, he led the legions into Gaul. 4. He praised the wounded soldiers.

**761.** Proceed as in previous exercises :

1. Amīcus ōlim Spartānum rogāvit, "Cūr nullōs mūrōs habet Sparta?" Spartānus respondit, "Nostra urbs mūrōs optimōs habet, virtūtem incolārum fortium." 2. Num gregēs (*flocks*) ab agricolīs ex periculō servābuntur? 3. Equī tubā perterritī per viam currunt. Nōne rotae carrī frangentur? 4. Ille librum meum reddidit; itaque librum eius remittam (*I shall send back*). 5. Propter beneficia multitudinem amīcōrum habēbat. 6. Equitēs nostrī hostēs duās hōrās sustinuērunt.

## REVIEW 13

### 762. Vocabulary Review

The following list contains the words of Lessons 61-65 that are for permanent retention :

414. ācer	421. cōsistō	428. eō
415. āmittō	422. contendō	429. eōdem
416. brevis	423. conveniō	430. expōnō
417. celeritās	424. crēdō	431. finiō
418. cognōscō	425. dēpōnō	432. finitimus
419. commūnis	426. dēsum	433. fortis
420. cōscribō	427. digitus	434. gravis

435. hinc

436. hūc

437. injūria

438. instruō

439. mēnsis

440. omnis

441. pār

442. pendō

443. permittō

444. perveniō

445. prohibeō

446. recuperō

447. reddō

448. rēgina

449. sentiō

450. solvō

451. sūmō

452. tribuō

453. uxor

454. vacuus

**763.****Grammar Review**

Be sure that you have learned from the last five lessons:

1. The forms and inflection of adjectives of the third declension.
2. What peculiarities of declension i-stem nouns have, and what nouns have an i-stem.
3. How the past perfect and future perfect indicative, active and passive, of verbs of the third and fourth conjugations are inflected.
4. Certain adverbs of place, and how they differ in meaning.
5. How adverbs are formed from adjectives and recognized.
6. The nature of participles, both in Latin and in English; the form and use in Latin of the perfect passive participle.

Decline is **prīnceps audāx** and **illud factum audāx**. Conjugate **āvertō** in the perfect indicative, active and passive. Form the adverbs from **ācer**, **fortis**, **miser**, and **longus**. Give the fourth principal part of each verb in section 676. Conjugate the past progressive and future of **sum**. Make a synopsis of **cognōscō** in the third person singular of the tenses formed from the perfect and participial stems (§ 366).

**764.****Sight Translation****ULYSSES ESCAPES FROM POLYPHEMUS**

Statim Ulixēs, cupiditāte fugae inductus, suōs convocat. "Habēmus," breviter inquit, "facultātem commūnem fugae; sed breve erit tempus. Cum celeritāte agere est necesse." Cōnsilium novum sociīs exposuit.

Tum ad Polyphēmum somnō superātum appropinquāvit et pālō praeacūtō (*sharpened stake*) oculum ūnum illius perfōdit (*pierced*).

Ille subitō dolōre (*pain*) ācrī ē somnō excitātus tōtam regiōnem clāmōribus magnīs implēvit. Neque ira dēfuit. 5  
Digitīs Ulixem fortem capere temptāvit; sed, quod jam omnīnō caecus (*blind*) erat, nullō modō hoc facere potuit (*could*).

Interim reliquī Cyclōpēs (parēs Polyphēmō corpore erant) clāmōribus eius commōtī eō convēnerant. Apud 10  
portam stetērunt et "Quid agis, frāter?" quaesivērunt. "Quis tibi injūriam gravem fēcit?" "Nēmō mē vulnerāvit," respondit Cyclōps vulnerātus. Ubi haec verba audīta sunt, ūnus ē frātribus, "Sī nēmō," inquit, "tē vulnerāvit, sine dubiō cōsiliīs deōrum injūriam accēpisti." 15  
Simul atque finīvit, omnēs hinc domum contendērunt; frātre suum enim īnsānum esse crēdidērunt.

Polyphēmus, ubi sē esse solum sēnsit, irā magnā rūsus inductus, Ulixem omnibus in partibus spēluncae quaerere incēpit; sed frūstrā. Tandem cōstitit et ex cōsuētūdine 20  
suā saxum solvit et dēposuit. Ipse in portā sēdit ovēs ex spēluncā agere parātus. Ut (*as*) quaeque (*each*) ovis eōdem pervēnit, tergum (*back*) eius digitīs suis tetigit. Tum ovem per portam ēgit. Hōc enim modō Graecōs captōs ā fugā prohibēre spērābat. 25

Ulixēs mente callidus (*crafty*) facultātem fugae statim perspexit. Sex ovēs maximās in ordinem instruit atque sub ventribus (*bellies*) eārum sex sociōs ligāvit. Tum ipse ovēs ad portam dūcit. Polyphēmus dolum nōn cognōvit. Itaque omnēs socii ex ordine hōc modō excēdunt. Ulixēs 30  
ipse ultimus (*last*) ex spēluncā discēdit.

## 765.

## Derivation

1. Give the Latin word (and its meaning) from which each of the following words is derived: *injurious*, *assume*, *effusive*, *consist*, *attribute*, *audacity*, *soluble*, *expend*, *recuperate*, *expose*, *contend*, *instruct*, *community*, *exponent*, *superb*, *omnivorous*, *renovate*, *sensory*, *communism*, *omnipresent*, *solution*, *irruption*, *permissible*, *prohibition*, *consensus*, *disk*, *convene*, *credence*, *edit*, *par*, *disparity*, *digit*.

2. Collect as many English derivatives as possible from *cognōscō*, *sentiō*, and *sūmō*.

## LESSON 66 (Optional)

### MANLIUS, OR THE PUNISHMENT OF DISOBEDIENCE

Obedience to the authority of the state and to superiors was expected of the Roman citizen as well as of the Roman soldier. On one occasion a consul even ordered his own son to be put to death because he had disobeyed the orders of his commanders in war.\*

Give all possible forms of *paulō, eōdem, virgō, imperiō, hōc, hoc, eō, stō, subitō, legiō; vestrum, ducum, hostium, imperium.*

766. *Paulō ante<sup>1</sup> fābulam dē Deciō, virō fortī et fidēlī, audīvistis. In eōdem bellō Latīnō juvenis Rōmānus imperiō patris suī ad mortem ductus est. Neque minima ob id factum erat laus patris.*

Initiō bellī imperātōrēs Rōmānī — cōsulēs enim eō 5 tempore ducēs legiōnum erant — suis dixerant, "Nōlite ūllō tempore sine imperiō lēgātī aut tribūnī<sup>2</sup> cum hoste pugnam committere." Omnēs milītēs ea verba audīverant.

Inter milītēs Rōmānōs erat fortis juvenis, nōmine Mān- 10 lius, filius Titī Mānlī Torquātī quī (*who*) tum cōsul et imperātor legiōnum erat.

Ut accidit,<sup>3</sup> castra Rōmāna castrīs Latīnōrum prōxima erant. Itaque vōcēs hostium ā milītibus Rōmānīs audiri facile poterant.<sup>4</sup> Praesertim clāmōrēs cuiusdam (*a certain*) 15 Latīnī saepe audīti erant. Iterum atque iterum ille clāmō-

\* The story of Manlius' punishment of his son is told in the following books:

GUERBER. The Story of the Romans, pp. 112-113.

HAAREN and POLAND. Famous Men of Rome, pp. 99-102.

TAPPAN. The Story of the Roman People, p. 56.





MANLIUS CONDEMNED FOR DISOBEDIENCE

ribus et vōcibus magnīs Rōmānōs excitāverat : "Ō ignāvī Rōmānī!" inquit. "Quis vestrum mēcum<sup>5</sup> pugnam committet? Quis vestrum ex mūrīs castrōrum venīre audēbit? Ego Mettius invictus et parātus stō, sed vōs Rōmānī  
 5 tūtī intrā mūrōs permanētis. Quam ignāva corda habētis!"

Hīs vōcibus irātus et imperī cōsulum oblītus,<sup>6</sup> Mānlius ācer tandem ex mūrīs cucurrit et cum Latīnō pugnam commisit, eum cecidit, arma spoliāvit (*stripped off*).<sup>7</sup>  
 10 Cōsul autem, ubi arma hostis et filium suum victōrem vīdit, "Ō mī fili," inquit, "officium mīlitis est imperia ducum memoriā tenēre. Necesse est tē gravem poenam pendere. Lictōrēs,<sup>8</sup> ad mortem hunc dūcite." Cōsulēs enim potestātem eius modī jūre propriō habēbant.

## 767.

## Notes

1. *Paulō ante, a little while ago* (lit. *before by a little*).

2. With each legion went six *tribūnī, tribunes*, who were sometimes given command of the legions. The military tribunes, however, were not trained soldiers so much as officers in training. Usually they were young men from the most influential families of Rome, who sought this way of starting on a public career.

3. *Ut accidit, as it happened*.

4. *Poterant, were able, could*.

5. To what words is the preposition *cum* attached?

6. *Imperī oblītus, forgetful of the order*.

7. The arms and other equipment taken from a vanquished foe made a trophy of which the victor was proud.

8. Lictors were attendants of the higher magistrates at Rome. The number of lictors varied with the rank of the magistrate, a consul having twelve. The lictor carried a bundle of rods, called *fascēs*, tied around an ax, as a sign of the power of the official to punish wrongdoers. These fasces became symbols of authority and are still so used. The design occurs on our more recently minted ten-cent pieces and is sometimes used elsewhere. The Fascists of Italy derive their name from the fasces, which they use as a symbol.



LICTOR

## 768.

## Vocabulary

## NEW WORD

## RELATED WORD

## MEANING

*fidēlis, -e*

fidelity

*faithful*

*laus, laudis, f.*

*laudō, laud*

*praise*

*tribūnus, -ī, m.*

tribune

*tribune*

*committō, committere,*

*commit, mittō join together, intrust;*  
with *pugnam, engage in*

*commīsī, commissus*

*accidō, accidere, accidi, —*

*accident, cadō*

*happen, befall*

*vōx, vōcis, f.*

vocal

*voice, word*

NEW WORD	RELATED WORD	MEANING
cor, cordis, <i>n.</i>	cordial	<i>heart</i>
caedō, -ere, cecīdī, caesus	suicide	<i>kill</i>
lictor, lictōris, <i>m.</i>	lictor	<i>lictor</i>
jūs, jūris, <i>n.</i>	justice	<i>right, law, power</i>

### Grammar

**769. Three Similar Latin Verbs.** *Cadere, to fall; caedere, to cut or kill; and cedere, to go or yield,* are likely to be confused unless they are thoroughly mastered. This is especially true of the compounds of *caedō* and *cadō*, both of which become *-cido* in compounds. *Caedō*, however, becomes *-cīdō*, while *cadō* becomes *-cīdō*.

Learn thoroughly the principal parts of the simple verbs, with an English derivative from the last principal part of each :

<i>cēdō, yield, go</i>	<i>cēdere</i>	<i>cessī</i>	<i>cessus (procession)</i>
<i>caedō, cut, kill</i>	<i>caedere</i>	<i>cecīdī</i>	<i>caesus (incision)</i>
<i>cadō, fall</i>	<i>cadere</i>	<i>cecidī</i>	<i>cāsus (occasion)</i>

Learn thoroughly the following compounds of these verbs, noting carefully that *ae* of *caedō* becomes *ī*, while the *a* of *cadō* becomes *i*. The *ē* of *cēdō*, being long, does not change in the compounds.

#### Compounds of *cēdō* :

<i>discēdō, go apart, withdraw</i>	<i>discēdere</i>	<i>discessī</i>	<i>discessus</i>
<i>excēdō, go out, depart</i>	<i>excēdere</i>	<i>excessī</i>	<i>excessus</i>

#### Compounds of *caedō* :

<i>abscīdō, cut off</i>	<i>abscīdere</i>	<i>abscīdī</i>	<i>abscīsus</i>
<i>occīdō, cut down, kill</i>	<i>occīdere</i>	<i>occīdī</i>	<i>occīsus</i>

#### Compounds of *cadō* :

<i>accidō, befall, happen</i>	<i>accidere</i>	<i>ac'cidī</i>	—
<i>occidō, fall, set (of the sun)</i>	<i>occidere</i>	<i>oc'cidī</i>	<i>occāsus</i>

Observe also that the *third* principal parts of *caedō* and *cadō* have an extra syllable made by repeating the letter *c* with the vowel *e*, which the compounds do not have.

## 770. Application of Latin to English

1. Explain the meaning of the italicized words :

- a. An *abominable* crime had been committed.
- b. The court has full *jurisdiction* in the case.

2. *Cēdere*, to go, yield, has many derivatives, always with the vowel *e*. Give the principal parts of *cēdō* and *prōcēdō*. To *proceed* is to go forward. The *antecedent* of a relative pronoun goes before it. An ancestor is a forefather, one who has gone before (*ante*-). To *intercede* for someone is to go between him and the person in authority. The *cession* of territory by a conquered nation is the yielding of it. Observe that compounds have the idea of *going*, while derivatives from the simple verb have the idea of *yielding*.



A CASCADE

3. *Caedere*, to cut, kill, appears in English in compounds only and with the change of *ae* to *i* that occurs in the Latin compounds also. Give the principal parts of *caedō* and *occidō*. *Suicide* is the killing of oneself ; *homicide*, the killing of a man ; *regicide*, the killing of a king ; *fratricide*, the killing of a brother. When a surgeon makes an *incision*, he cuts into the body. An *incisive* remark is cutting, penetrating, sharp.

4. *Cadere*, to fall, has English derivatives both from the simple verb with the vowel *a* and from compounds with the vowel *i*. Give the principal parts of *cadō* and *accidō*. A *decadent* nation is falling away from its earlier greatness. An *accident* is something that happens or befalls. Two events *coincide* when they fall in together. Observe that both the Latin *cadere* and the English *fall* develop the idea of happening. Thus *accident* and *befall* are counterparts.

5. Why are *accident* and *accede* spelled with two *c*'s?

6. *Hearty* is the exact Anglo-Saxon heteronym of *cordial*.

### Drill and Review

**771.** Decline *magna vōx*, *tribūnus ācer*, and *līctor fortis*.

**772.** Make a synopsis of *vehō* in the third person singular.

**773.** Answer in Latin :

1. Quī ducēs legiōnum erant?
2. Quis erat pater juvenis Mānlī?
3. Cūr Mānlius cum Latīnō pugnāvit?
4. Cūr cōsul filium ad mortem mīsit?
5. Quam potestātem cōsulēs in bellō habuērunt?

**774.** Translate, noting the participles carefully :

1. Oppida ā Rōmānīs capta saepe dēlēta sunt. 2. Monitī dē periculō in domiciliīs manēbāmus. 3. Tum signum datum audīvit. 4. Peditibus victīs cibus datus est. 5. Injūriīs incitātī Gallī bellum renovābant.

**775.** Proceed as in previous exercises :

1. Servi, cūr liberōs meōs dīligenter nōn cūrāvistis?  
2. Sine morā auxilium ad cīvitatēs finitimās missum erat.  
3. Nūntiī ab sociīs ad prīncipem vēnerant et ita dīxerant :  
“Mox praesidia oppidōrum nostrōrum victa erunt et oppida ipsa ab hostibus ācribus capta erunt.” 4. Antēā illī liberī erant; sed in finibus suis nōn jam manēbant.  
5. Ibi nūllōs librōs reppererat. 6. Cognōvit milītēs esse fortēs. 7. Forte oppidum parvum oppugnātum erat et incolae fugātī erant. 8. Nōs ita monuerat : “Hīc manēte. Cupiō vōs hīc manēre.” 9. Tribūnus tuō imperiō inductus antecessit (*went ahead*). Quis succēdet (*will follow*)?  
10. Legiōnēs inde prōductae ad flūmen magnae lātitudinis pervēnerant. 11. Imperātor omnem exercitum eōdem praemittit. 12. Cupiditāte praedae adductī nostrī finitimī ex suis finibus discēdebant.

## PAPIRIUS AND FABIUS

The success of the Romans in the wars that they fought with the neighboring tribes as they were extending their territories was undoubtedly due in no small part to the strict discipline they had over themselves in both civil and military affairs. The following story of Papirius and his master of horse illustrates the severity of Roman discipline by showing that not even a success in the field could make up for disobedience to the orders of a superior officer. The following selection, and those in the next two lessons, are connected with the Samnite wars.\*

Give all possible forms of *fortis*, *audivistis*, *amicis*, *his*; *militem*, *militum*, *equitum*, *equum*, *idōneum*, *bellum*; *legiō*, *populō*.

**776.** *Bella quae (which) Rōmānī cum Samnītibus gesserunt maximē nōta sunt.*

Samnītēs, gēns fortis et maximē bellicōsa, in inferiōre<sup>1</sup> parte Italiae habitābant. Fīnēs eōrum in montibus erant. Montānī — hanc enim sententiam fortasse audivistis —<sup>5</sup> semper sunt liberī.<sup>2</sup> Samnītēs igitur cōpiās coēgērunt atque contrā Rōmānōs diū et ācriter pugnāvērunt. Tria<sup>3</sup> bella cum hīs ā Rōmānīs gerī<sup>4</sup> necesse erat. Vīginti et duōs<sup>3</sup> annōs Rōmānī et Samnītēs in secundō bellō pugnāvērunt.

10

In hōc bellō Papīrius Cursor dictātor<sup>5</sup> creātus erat. Post breve tempus eum ad urbem Rōmam contendere necesse erat. Antequam (*before*) castra sua reliquit, Fabium Rullianum, quī (*who*) magister equitum lēgātus

\* The story of the Samnite wars is told in Tappan's "The Story of the Roman People," pp. 55-58.

erat (*had been appointed*), ad sē vocāvit: "Dum ego ā castrīs aberō," inquit, "tū es imperātor cōpiārum nostrārum. Etiam sī occāsio (*opportunity*) idōnea erit, nōlī pugnam committere." Tum ad urbem discessit.

- 5 Accidit autem tempus proeliō idōneum, neque Fabius dubitāvit pugnam cum Samnītibus committere. Fortūna Rōmānōs jūvit; magister equitum magnam victōriam reportāvit.

Ubi victōria Fabī ācris in urbe cognita est, Papīrius irā  
10 commōtus quod magister equitum imperātum dictātōris  
facere recūsāverat et lēgēs mōrēsque populī Rōmānī neglē-  
xerat, in castra contendit. Postquam eō pervēnit, Fabium  
capitis damnāvit.<sup>6</sup> At ille in urbem fūgit, ubi victor recēns  
ā populō magnopere laudātus est. Praetereā favōre<sup>7</sup>  
15 (*favor*) populī et vōcibus<sup>7</sup> mīlitum poenā liberātus est.  
Papīrius autem ipse ab amicīs irātīs Fabī paene (*almost*)  
interfectus est.

## 777.

## Notes

1. *Īferiōre, lower*. What word must it modify? In what degree of comparison is it?

2. See page xxxi.

3. *Tria* modifies *bella*. The Roman numerals *ūnus, one, duo, two*, and *trēs, three*, are declined. Study section 778 now.

4. *Gerī, to be waged*, is present passive infinitive of *gerō*, a verb of the third conjugation. Study section 779 now.

5. *Dictātōr* is a predicate noun. Study section 780 now.

6. *Capitis damnāvit, condemned to death*.

7. What idea is conveyed by these ablatives?

## Grammar

**778. Numerals.** You have been meeting numerals frequently in the Latin stories. They are of two kinds: the series *ūnus, one, duo, two, trēs, three*, etc.; and the series

**prīmus**, *first*, **secundus**, *second*, **tertius**, *third*, etc. *First*, **prīmus**, *second*, **secundus**, etc. are called *ordinals* because they indicate order or rank (*ōrdō*). *One*, **ūnus**, *two*, **duo**, etc. are called *cardinals*. Cardinals tell *how many*; ordinals, *which one in order*.

The ordinals — as, **prīmus**, **secundus** — are adjectives of the first and second declensions and are declined like **bonus**.

All the cardinals up to 200 are indeclinable adjectives except **ūnus**, **duo**, and **trēs**.

Learn to count in Latin from 1 to 20 and then by tens to 100. Practice on these numerals until you can give them fluently. Practice also on the ordinals from **prīmus** to **decimus**. See the Appendix, page 24.

Learn the declension of **ūnus**, **duo**, and **trēs** as given in the Appendix, pages 18, 19. In what number only is **ūnus** declined? In what number are **duo** and **trēs** declined? Observe that the nominatives masculine and neuter of **duo** are alike. Note that **trēs** is declined exactly like the plural of **omnis**.

**779. Form of the Present Passive Infinitive.** The present passive infinitives of the four conjugations end respectively in **-ārī**, **-ērī**, **-ī**, and **-īrī**: as, **vocārī**, *to be called*; **monērī**, *to be warned*; **dūcī**, *to be led*; **audīrī**, *to be heard*. Note that each one is formed by changing final **-e** of the present active infinitive to **-ī**, except in the third conjugation, where **-er-** is dropped: as, **agere**, *to drive*, **agī**, *to be driven*; **claudere**, *to close*, **claudī**, *to be closed*.

Review the present active infinitives and the present passive infinitives of the model verbs (Appendix, page 30).

**780. Predicate Nouns and Adjectives.** A predicate noun or adjective occurs in Latin, as in English, with two classes of verbs:

1. Verbs of no voice, such as *be*, *become*, *seem*, *appear*: as, **Miles erat**, *he was a soldier*; **Flūmen altum vidētur**, *the river seems deep*.



2. Certain verbs in the passive voice, such as *name, choose, call, make, elect*: as, *Amicus appellātus est, he was called a friend*; *Cōsul creātus est, he was elected consul*.

When verbs of the second class are used in the active voice, they may have a direct object and a predicate accusative: as, *Eum rēgem creāvērunt, they elected him king*.

**781. The Uses of the Dative Case.** You have now met the following uses of the dative:

1. Indirect object. This tells to whom something is given, offered, etc.

2. The dative with adjectives meaning *near*, also *like, pleasing, fit, friendly*, and their opposites. This tells to whom (or to what) something is *near, like, pleasing*, etc.

3. Reference. You have also met the dative where that case is used to tell the person for whom something is done or to whom something is referred: as, *Mihi flūmen altum vidētur, to me the river seems deep*. This usage has not been previously identified for you.

The three ideas expressed by the dative case in Latin may be expressed similarly in English, that is, by the objective case without a preposition. When the objective case is so used in English, it may be called dative.

*Indirect object*: I gave *him* a book.

*Dative with adjectives*: I am like *him*; they are near *us*.

*Reference*: I bought *him* a hat.

These three ideas may also be expressed in English *with* prepositions. Recast the above sentences, using prepositions. Which method is more like the Latin method?

## 782.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>mōns</u> , montis, <i>m</i> .	mount	<i>mountain</i>
<u>cōgō</u> , -ere, coēgī, coāctus		<i>collect, compel</i>
<u>ācriter</u> , <i>adv</i> .	<i>ācer</i>	<i>sharply, fiercely</i>

NEW WORD	RELATED WORD	MEANING
<u>vīgintī</u> , <i>indecl. num.</i>		<i>twenty</i>
<u>etiam</u> sī, <i>conj.</i>		<i>even if</i>
<u>lēx</u> , <i>lēgis, f.</i>	legal	<i>law</i>
<u>neglegō</u> , <i>neglegere, neglēmī,</i> <i>neglēctus</i>	neglect	<i>neglect</i>
<u>damnō</u> , <i>-āre, -āvī, -ātus</i>	condemn	<i>condemn</i>
<u>recēns</u> , <i>-entis</i>	recent	<i>recent</i>

### 783. Stems of Nouns and Adjectives of the Third Declension in English Derivatives

LATIN NOUN OR ADJECTIVE	ENGLISH DERIVATIVE	GENITIVE SINGULAR
īnfāns	infant	<i>īnfantis</i>
lītus	littor-al	<i>lītoris</i>
pēs	ped-al	<i>pedis</i>
virgō	virgin	<i>virginis</i>
ācer	acr-id	<i>ācris</i>
ōmen	omin-ous	<i>ōminis</i>
audāx	audac-ious	<i>audācis</i>
mōns	Mont-ana	<i>montis</i>
lēx	leg-al	<i>lēgis</i>

Observe that *legislature* preserves the genitive singular of *lēx*, and *jurisdiction* the genitive singular of *jūs*.

### 784. Application of Latin to English

1. Explain the meaning of the italicized words:

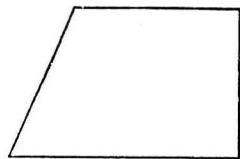
a. The reasons that you gave seemed *cogent* to all of us.

b. Solon was a famous *legislator* of the Greeks.

c. He has received the appointment as *adjutant*.

d. This neglect of duty was considered a serious *derelection*.

e. He was quickly *relegated* to a position of little importance.



WHY IS THIS FIGURE  
A QUADRILATERAL?

2. Decide whether the following words come from **cadere**, **caedere**, or **cēdere**, and explain their meanings:

recede, incident, excision

3. Give the Latin numeral related to each of the following:

trio	October	quinquennial	September
decennial	millennium	November	unit
quadrilateral	December	centennial	septet

4. Give the Latin ordinal related to each of the following:

quarter	sextant	octave	octavo
decimate	tertiary	sextet	quarto
primary	quintet	decimal	duodecimo

5. What is meant by saying that a man is a *sexagenarian*? an *octogenarian*? a *nonagenarian*? a *centenarian*?

6. Give the meaning of the following Italian numerals:

quattro	uno	otto	nove	sette
sei	dieci	tre	cinque	due

7. The words used in counting by our Aryan forefathers, from whose language both Latin and Anglo-Saxon are derived, account for the resemblance between *nine* and **novem**, *eight* and **octō**, *three* and **trēs**, *one* and **ūnus**, *seven* and **septem**, *two* and **duo**, *six* and **sex**. These words are all derived from the common ancestral language.

### Drill and Review

**785.** Decline **lēx nova**, **mōns ingēns**, and **vōx clāra**.

**786.** Inflect **neglegō** in the tenses based on the perfect stem. Make a synopsis of **committō** in the first person plural.

**787.** Count in Latin from one to twenty.

**788.** Read and translate:

1. Hic trēs ōrātiōnēs habuit. 2. In rīpīs illius flūminis ūndecim nāvēs aedificātae erant. 3. Celeriter octō legiōnēs ex finibus eōrum excēdent. 4. Duodecim lictōrēs ante cōsulem ambulābant.

5. Impedimenta quīnque legiōnum ibi relictā erant. 6. Tredecim adūlescentēs hūc pervēnerint. 7. Duodēviginti equitēs integri erant. 8. Exemplum ūnius viri duobus cōsulibus grātum erat.

**789.** Write in Latin :

1. Sixteen scouts had been sent toward the mountain. 2. Nineteen men fell in that fight. 3. The soldiers of the three legions had been led out to the same place. 4. He descended from the mountain with two companions. 5. Ten and ten make twenty. 6. When condemned by his father, the young man was led away to punishment. 7. Because condemned by his father, he was slain by the lictors. 8. Although condemned by his father, he was praised by his friends.

**790.** Review the forms of the interrogative pronoun (Appendix, page 22).

**791.** Give the present infinitives, active and passive, of *crēdō*, *doceō*, *renovō*, *vinciō*, and *vincō*.

**792.** Proceed as in previous exercises :

1. Ōlim discipulus Aristotelem (*Aristotle*, a famous Greek teacher and writer) rogāvit, "Quid est amicitia?" Ille respondit, "Ūnus animus in duobus corporibus." 2. Diēs (*day*) est spatium vīginti quattuor hōrārum. 3. Inter Rōmulum et Remum contentiō (*disagreement*) erat dē nōmine urbis novae. Remus primō in caelō sex vulturēs (*vultures*) vīdit. Sed Rōmulus postea duodecim vīdit. Sic Rōmulus, victor ob hoc ōmen, urbem Rōmam vocāvit.

**793.** Explain the case of the italicized words :

1. Caesar cōsul *creātus* est. 2. *Mihi* pictūra pulchra vidētur (*seems*). 3. *Eīs* librōs multōs dedī. 4. Galli *Germānis* propinquī erant. 5. *Vobīs* dōna sunt grāta. 6. Lūcius est *amicus* meus. 7. *Eīs* amicī nōn erant. 8. Ille collis *castrīs* idōneus nōn erat. 9. Lingua Latīna *illīs puellīs* facilis (*easy*) vidētur (*seems*). 10. Ille puer appellātur *Mārcus*.

**794.** See if you can give the meaning of the following quotations, the words of which may be familiar to you :

1. Pāce tuā. 2. Fortēs fortūna juvat. 3. Ex animō. 4. Errāre est hūmānum. 5. Vīta sine līterīs mors est. 6. In hōc signō vincēs. 7. Vēra amīcitia est inter bonōs. 8. Numquam perīculum sine perīculō vincitur. 9. Vēritās vōs liberābit. 10. Facta, nōn verba. 11. Vir bonus patriam amat. 12. Nōn sibi sed omnibus. 13. Dux fēmina factī. 14. Industria est initium sapientiae. 15. Prō ārīs et focīs. 16. Post proelium praemium. 17. Accipere quam (*than*) facere injūriam praestat (*it is better*). 18. Semper parātus. 19. Labōrāre est ōrāre. 20. Victōria patientiam corōnat (*crowns*).

## THE DISASTER AT THE CAUDINE FORKS

In the Second Samnite War four legions of Romans, under the command of the consuls, marched into an ambush set by Pontius, leader of the Samnites. When they saw themselves surrounded, the Romans surrendered under the terms offered by the enemy. Pontius was advised by his father either to slay all the captured Romans or to send them all away unharmed; but he preferred to humiliate the Romans by "sending them under the yoke," in addition to forcing conditions that the Senate later refused to ratify.\*

Give all possible forms of *quō, cui, quī, eī; eius, quibus; haec, hae; id, illud; cōpiās, celeritās, eās.*

**795.** *Rōmānī in secundō bellō ā Samnītibus victī et sub jugum missī sunt.*<sup>1</sup> *Nōn saepe tantum dēdecus Rōmānīs accidit.*<sup>2</sup>

*Papīrius Cursor, quī*<sup>3</sup> *Fabium frūstrā damnāverat, nōn jam dictātor erat. Titus Veturius et Spurius Postumius,* 5 *quī*<sup>3</sup> *cōsulēs eius annī dēlēctī erant, bellum gerēbant. Hī cum quattuor legiōnibus praemissī iter forte faciēbant ad oppidum sociōrum quod*<sup>3</sup> *ā Samnītibus obsidēbātur. Via quā*<sup>3</sup> *cōpiae dūcēbantur erat per angustias (a pass) montium, quae*<sup>3</sup> *Furculae Caudinae*<sup>4</sup> *appellatae sunt.* 10

*Cōsulēs, postquam in angustias cum legiōnibus pervēnerunt, viam saxīs et arboribus irapedirī*<sup>5</sup> *invēnerunt. Tum praesidium hostium in collibus proximīs et silvīs vidērunt; nam in hīs angustiis Samnītēs insidiās*

\* The story of the disaster at the Caudine Forks is told in the following books:

GUERBER. The Story of the Romans, pp. 112-115.

TAPPAN. The Story of the Roman People, p. 57.



SENT UNDER THE YOKE

parāverant. Itaque duo cōsulēs et quattuor legiōnēs (decem mīlia<sup>6</sup> mīlitum) et duodecim tribūnī mīlitum et centum equitēs circumventī sē in potestātem hostium trādidērunt.

- 5 Gaius Pontius, quī tum dux potēns Samnītiū erat, ad patrem nūntium mīsīt. "Quid," rogāvit per nūntium, "dē<sup>7</sup> hīs Rōmānīs faciam?" Senex celeriter respondit: "Aut omnēs interfice aut incolumēs omnēs liberā. Eī Rōmānī quōs liberāveris<sup>8</sup> laetī ob beneficium pācem cum
- 10 Samnītibus habēbunt." Cōsiliū quod pater prūdēs dederat neque Pontiō neque Samnītibus placēbat.<sup>9</sup> Itaque ā Rōmānīs dūrās condiōnēs pācis Pontius postulāvit, quās illi accēpērunt. Tum omnēs Rōmānī sub jugum missī sunt.

## 796.

## Notes

1. Two spears were set up in the ground, and a third was fastened across them in such a way as to make a sort of arch, beneath which the conquered enemy were forced to march with bended shoulders as a symbol of subjection.

2. *Rōmānīs accidit, happened to the Romans.*

3. *Quī* is the masculine singular nominative of the relative pronoun *quī, quae, quod, who, which, that*. You have met it several times. Study sections 797 and 798 now.

4. *Furculae Caudinae, Caudine Forks.*

5. What form of the verb is *impedīri*? What is its meaning? What is its subject? Translate *viam impedīri invēnērunt* in two ways (§ 500, n. 8).

6. *Mille, a thousand*, is not declined in the singular. The plural *mīlia* is a noun declined like the neuter plural of *omnis*, and is always followed by a noun in the genitive. (See Appendix, page 19.)

7. *Dē, with, about.*

8. In what tense is this verb? What tense in English will best convey the idea?

9. *Placēbat, pleased*. This verb has its apparent object in the dative case, as if it meant *was pleasing to*. The expression "if you please," in which *please* seems to have an unusual meaning, meant originally "if it please you." *You* was really dative, like *Samnītibz* in this sentence. Later you will meet other verbs with which the dative is similarly used.

## Grammar

**797. The Relative Pronoun.** A relative pronoun connects a subordinate clause (used as an adjective) with a noun or pronoun, called the *antecedent*, in the main part of the sentence. In the sentence "The man who is walking is Flaccus," *man* is the antecedent of the relative pronoun *who*, which introduces the relative or adjective clause *who is walking*, telling *what* man is meant.

In English the relative pronouns are *who* (possessive, *whose*; objective, *whom*), *which, that*. *Quī* has the meanings



of the three English relatives. The translation *who* may be given only when the reference is to persons, and *which* only when the reference is to things; *that* may be used to translate *quī* referring to either persons or things.

Learn the following inflection of *quī*, noting what points will assist you most in learning it. Note also the common translations.

	<i>Singular</i>			<i>Plural</i>		
	MASC.	FEM.	NEUT.	MASC.	FEM.	NEUT.
<i>Nom.</i>	<i>quī</i>	<i>quae</i>	<i>quod</i>	<i>quī</i>	<i>quae</i>	<i>quae</i>
			<i>who, which, that</i>			
<i>Gen.</i>	<i>cuius</i>	<i>cuius</i>	<i>cuius</i>	<i>quōrum</i>	<i>quārum</i>	<i>quōrum</i>
			<i>of whom, whose, of which</i>			
<i>Dat.</i>	<i>cui</i>	<i>cui</i>	<i>cui</i>	<i>quibus</i>	<i>quibus</i>	<i>quibus</i>
			<i>to or for whom (which)</i>			
<i>Acc.</i>	<i>quem</i>	<i>quam</i>	<i>quod</i>	<i>quōs</i>	<i>quās</i>	<i>quae</i>
			<i>whom, which, that</i>			
<i>Abl.</i>	<i>quō</i>	<i>quā</i>	<i>quō</i>	<i>quibus</i>	<i>quibus</i>	<i>quibus</i>
			<i>with, from, by, in whom (which)</i>			

Hereafter, when you meet a form of either *quis* or *quī* in your reading, you must decide whether the word is relative or interrogative. Remember that the relative introduces a subordinate part of the sentence, a dependent clause, while the interrogative, in the Latin you have thus far studied, introduces the main part of the sentence, or the independent clause.

**798. The Agreement of the Relative Pronoun.** The relative pronoun both in English and in Latin agrees in gender, person, and number with its antecedent, but its case is determined by its use in its own clause. Explain the case of the relative pronoun in the following sentences :

The boy *who* just came in is a new pupil.  
 I have a friend *whose* name is Arthur.  
 This is the boy to *whom* you gave the letter.  
 The girl *whom* you saw is my sister.  
 This is the man *whom* you invited to come.

The familiar rule that a verb must agree with its subject in person and number applies equally when the subject is a relative pronoun; but remember that the person and number of a relative pronoun are determined by the antecedent.

Explain the person and number of the verbs of the relative clauses in the following sentences:

It is I who *am* to blame.  
 It is they who *are* to blame.  
 It is he who *is* to blame.  
 It is you who *are* to blame.

Study the following sentences, which illustrate the use of the relative pronoun in Latin:

*Vir quī ambulat est Flaccus, the man who is walking is Flaccus.* Here *quī* is masculine singular to agree with *vir*; and it is nominative because it is the subject of *ambulat*, the verb of the dependent clause.

*Liber quem habeo est tuus, the book that I have is yours.* Here *quem* is masculine singular to agree with *liber*; and accusative case because it is the object of *habeo*.

*Fēminae quārum filiī laudantur sunt laetae, the women whose sons are praised are happy.* Here *quārum* is feminine plural to agree with *fēminae*; and genitive because it possesses *filiī*.

*Nōs, quī cōsulēs sumus, poenās dabimus, we, who are the consuls, will pay the penalty.* Here *qui* is masculine plural, first person, to agree with its antecedent, *nōs*; and *sumus* is in the first person plural to agree with the subject, *quī*.

Learn the following statement:

A relative pronoun agrees with its antecedent in *gender, person, and number*, but its *case* is determined by its use in its own clause.

## 799.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>jugum</u> , -ī, <i>n.</i>		yoke
<u>dēdecus</u> , <u>dēdecoris</u> , <i>n.</i>		disgrace
<u>dēligō</u> , -ere, -lēgī, -lēctus		choose
<u>praemittō</u> , -ere, -mīsī, -missus		send ahead
<u>iter</u> , <u>itineris</u> , <i>n.</i>		journey, march
<u>quī</u> , <u>quae</u> , <u>quod</u> , <i>rel. pron.</i>		who, which, that
<u>arbor</u> , <u>arboris</u> , <i>f.</i>	arbor	tree
<u>inveniō</u> , <u>invenīre</u> , <u>invēnī</u> , <u>in-</u> <u>ventus</u>	<i>in</i> + <i>veniō</i>	find, come upon
<u>mille</u> , <i>indecl. in sing.; plur.</i>		
<u>mīlia</u> , <u>mīlium</u>	millennium	thousand
<u>centum</u> , <i>indecl.</i>	century	hundred
<u>circumveniō</u> , -īre, -vēnī, -ventus		surround
<u>potēns</u> , -entis	potent	powerful
<u>incolumis</u> , -e		safe, unharmed
<u>prūdēns</u> , -entis	prudent	wise

## 800.

## Application of Latin to English

1. Explain the meaning of the italicized words:

- His arrival at the same time was quite *fortuitous*.
- Their *conjugal* harmony was rarely disturbed.
- The *itinerary* of the president has not yet been decided upon.

2. Explain the derivation, including prefix, root, and suffix, of *secession*, *prudence*, and *potency*.

3. *Conjugation* is so called because it is a yoking together of the stem, tense sign, and personal endings.

4. *Subjugate* is derived from *sub*, *under*, and *jugum*, *yoke*. It preserves a picture of the humiliating act which the Roman army at the Caudine Forks was forced to perform. To *subjugate* a nation is, literally, to force it to go under a yoke.

5. Errors in the use of the relative and interrogative pronouns are common in English. They consist mainly of mistakes in the case of *who* and in agreement.

State which of the forms in parentheses in the following sentences is correct and give the reason for your choice:

- a. He was the one man (who, whom) all respected.
- b. He is one of the best players who (was, were) out for the team.
- c. He is the best player who (is, are) out for the team this year.
- d. He is one of those (whom, who) I thought would succeed.
- e. (Who, Whom) do you wish to see?

### Drill and Review

801. Give the meaning of the following words:

sum	absum	animus	māter	jaciō, jacere
sūmō	adsum	amīcus	mare	jaceō, jacēre

802. Decline *id iter longum, arbor pulchra, and mille*.

803. Give the principal parts and the stems of *veniō*, and make a synopsis of it in the third person singular of the active voice. Review the conjugation of the indicative of *sum*, in the Appendix, page 31.

804. What is the rule for the agreement of a verb? of an adjective? of a relative pronoun?

805. Give the reason for the gender and number, and for the case, of the italicized words, and express them in Latin:

The man *whose* son I see; *to whom* I give the books; *by whom* I am aided; *whom* I aid.

The books *by which* I am taught; *which* I have; *in which* I read.

The cities *from which* we came; *that* were captured; *to which* we went.

806. Account for the gender, number, and case of the relative pronouns in the following sentences, and translate:

1. *Librī quibus* doceor novī sunt. 2. Novī librī quōs amīcus mihi dedit mē dēlectant. 3. Gladius quō miles Rōmānus pugnābat

lātus et brevis erat. 4. Hī militēs, quī ā pugnā procul aberant, integrī et incolumēs erant. 5. Servus cui praemia dedistī diū labōrāverat. 6. Arboribus quae in summō monte erant hostēs cēlāti sunt. 7. Magnus erat dolor eōrum quōrum liberī captī erant. 8. Tandem omnēs civitātēs Italiae quibuscum Rōmānī pugnābant victae erant.

### 807. Express in Latin:

1. That man whose son is working is a farmer. 2. The lady to whom roses were given is Cornelia. 3. Great is the glory of those who have conquered the enemy. 4. The inhabitants of the town which was being attacked had a supply of food and water. 5. The town from which you came is small. 6. The journey that he was making was not short. 7. The man who is wise will choose his friends with great care.

### 808. Answer in Latin:

1. Quā in civitāte Rōmānī sub jugum missī sunt?
2. Quot legiōnēs et tribūnī in potestātem hostium vērunt?
3. Ubi Samnītēs insidiās parāverant?
4. Quem Pontius cōsuluit?
5. Quod cōsiliū datum est ab eō quem Pontius cōsuluerat?
6. Quid princeps Samnītium fēcit?

**809.** Review the present active imperatives of the regular verbs and **sum** (Appendix, pages 29, 31); then translate:

1. Virī, este fortēs. 2. Filī, venī ad fontem. 3. Pācem cōfirmāte. 4. Gladiōs celeriter sūmite et cum virtūte pugnāte. 5. Discipule, praemia magistrī merē. 6. Excēdite et hostēs fugāte. 7. Fugite ex oppidō in agrōs.

## THE ATTITUDE OF THE ROMANS IN DEFEAT

When Postumius and the army returned to Rome after surrendering to the Samnites, they found the citizens very angry. The Senate refused to ratify the treaty and decided that Postumius and the other officers who had agreed to the terms of surrender should be given up to the Samnites. Pontius refused to accept them, and set free all the prisoners he had previously held. Later the Romans defeated the Samnites and sent them under the yoke.

**810.** Dēnique cōsulēs cum militibus quōs Samnītēs insidiīs superāverant ad urbem Rōmam pervēnērunt. Prīmō populus Rōmānus agmen silentiō (*in silence*) spectāverunt. Dēdecus cōsulum et legiōnum in animīs cīvium haerēbat. Tandem cīvēs exclāmāverunt: "Numquam 5 tantum dēdecus accēpimus. Numquam antea militēs Rōmānī pulsī arma abjēcērunt (*threw away*) et sub jugum missī sunt. Numquam sine pugnā victī sunt Rōmānī."

Cōsulēs quoque, quī oculīs dēmissis<sup>1</sup> per viās ambulābant, magnō pudōre (*shame*) affectī sunt quod dūrās condi- 10 cionēs Samnītiū accipere nōn recūsāverant. Dēnique Postumius, ūnus ex cōsulibus, quī in senātum vocātus erat, haec<sup>2</sup> dixit: "Nōs, nōs cōsulēs et tribūnī, quī<sup>3</sup> sine auctōritāte populi Rōmānī condiționēs Samnītiū accēpimus et foedus fēcimus, huius dēdecoris tantī auctōrēs 15 (*makers*) sumus. Nōs, nōn populus Rōmānus, hōc foedere obstringimur (*are bound*). Dē nōbīs supplicium sūmite. Jūra cīvium Rōmānōrum retinēre nōn possumus.<sup>4</sup> Nōs in potestātem hostiū trādite."



PONTIUS REFUSES TO ACCEPT THE SURRENDERED ROMANS

Senātōrēs cōnsēserunt et hoc cōsiliū probāvērunt. Sine morā Postumius et Veturius et vīgintī tribūnī in vīculīs ex urbe missī Samnītibus dēditī sunt. Pontius, dux Samnītium, eōs remissōs nōn accēpit. "Deī," inquit,  
 5 "dē vōbīs, quī falsō (*falsely*) jūrāvistis, supplicium sūment."

Post paucōs annōs autem Rōmānī Samnītēs vincere et eōs humilēs sub jugum mittere poterant.<sup>4</sup>

## 811.

## Notes

1. *Dēmissis* is a perfect passive participle, agreeing with *oculīs*, a noun in the ablative case; *with downcast looks*.

2. *Haec*, *this* (lit. *these things*). *Haec dixit* may be translated *spoke as follows*. Is the statement following *dixit* a direct or indirect quotation?

3. How far does this relative clause extend? With what word is the main clause resumed? Read the Latin of the main clause. Keep the main and subordinate clauses distinct and do not allow parts of one to get into the other.

4. *Possumus, we are able, we can,* and *poterant, were able,* are forms of the irregular verb *possum*. Study section 812 now. A complementary infinitive is used with *possum*: as, *Ambulāre possum, I am able to walk, I can walk.*

## Grammar

**812. The Irregular Verb *Possum*.** The irregular verb *possum, can,* is a compound of *pot* (shortened from *potis*), *able,* and *sum, I am.* Before all the forms of *sum* beginning with *s,* *pot* becomes *pos*: as, *pot + sum = possum.* When *pot* is prefixed to the perfect tenses, *f* of these tenses is dropped: as, *pot + fui = potui.* Keeping these points in mind, study the inflection of *possum* as given in the Appendix, page 32.

The meaning *can,* which is synonymous with *am (are, is) able,* is often used in translating the present tense of *possum*; and the meaning *could,* in translating past tenses.

Distinguish carefully between *poterant, potuerunt, potuerant, potuerint,* and *poterunt.*

**813. The Uses of the Infinitive.** You should now be able to understand and recognize three uses of the infinitive:

1. The infinitive as the subject of a verb. (§ 118)
2. The infinitive as the complement of a verb, without a separate subject for itself. (§ 550)
3. The infinitive as the object of a verb, with a subject of its own in the accusative case. (§ 455)

Which usage do you find in the following sentences?

1. *Vir dicere dubitat.* 2. *Mē venīre jusserat.* 3. *Manēre vōbīs-cum possunt.* 4. *Oppidum capere nōn est facile.* 5. *Pugnāre nōn audēbant.* 6. *Tē vidēre spērō.*

You have also had the infinitive used as an object in indirect statements (see section 500, note 8).



## 814.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
agmen, agminis, <i>n.</i>		<i>column, army</i>
haereō, haerēre, haesi, haesus	adhere	<i>stick, remain fixed</i>
<u>pellō</u> , -ere, pepulī, pulsus		<i>drive, defeat</i>
<u>auctōritās</u> , -ātis, <i>f.</i>		<i>authority</i>
foedus, foederis, <i>n.</i>		<i>treaty</i>
<u>possum</u> , posse, potuī, —	possible	<i>be able, can</i>
<u>cōsentiō</u> , -īre, -sēnsī, -sēnsus		<i>agree</i>
dēdō, -ere, -didī, -ditus	dō	<i>surrender</i>
<u>remittō</u> , -ere, -mīsī, -missus		<i>send back</i>
jūrō, -āre, -āvī, -ātus	jūs	<i>swear</i>
<u>humilis</u> , -e		<i>low, humble</i>

## 815.

## Vowel Changes in Related Words

Note the vowel changes in these compound verbs, and learn the meanings of the verbs:

capiō, <i>take</i>	capere	cēpī	captus
accipiō, <i>receive</i>	accipere	accēpī	acceptus
incipiō, <i>begin</i>	incipere	incēpī	inceptus
faciō, <i>make, do</i>	facere	fēcī	factus
cōficiō, <i>finish, end</i>	cōficere	cōnfēcī	cōnfectus
dēficiō, <i>fail</i>	dēficere	dēfēcī	dēfectus
interficiō, <i>kill</i>	interficere	interfēcī	interfectus
perficiō, <i>complete</i>	perficere	perfēcī	perfectus
praeфициō, <i>put in command</i>	praefficere	praefēcī	praeffectus
prōficiō, <i>accomplish</i>	prōficere	prōfēcī	prōfectus
reficiō, <i>repair</i>	reficere	refēcī	refectus
satisfaciō, <i>satisfy</i>	satisfacere	satisfēcī	satisfactus
jaciō, <i>throw</i>	jacere	jēcī	jactus
abiciō, <i>throw away</i>	abicere	abjēcī	abjectus
adiciō, <i>throw, hurl</i>	adicere	adjēcī	adjectus
coniciō, <i>throw together</i>	conicere	conjēcī	conjectus
obiciō, <i>throw against</i>	obicere	objēcī	objectus
prōiciō, <i>throw forward</i>	prōicere	prōjēcī	prōjectus

## 816. Application of Latin to English

1. Explain the meaning of the italicized words :

- a. He received the news with a *dolorous* countenance.
- b. In 1861 the Southern states organized a *Confederacy*.
- c. Her speech was wild and *incoherent*.
- d. There were *potent* reasons for the decision.

2. Explain the derivation, including prefix, root, and suffix, of *procession*, *decision*, and *deciduous*.

3. Study the following derivatives of *jūrāre*, *to take an oath, to swear*. A *jury* is a body of men sworn to do something. To *abjure* a bad habit is to abandon it, literally upon oath; to "swear off." To *adjure* someone to do something is to urge him earnestly and solemnly, as if upon oath. In *perjury*, *per-* has developed the idea of contrary to, and "to perjure oneself" means to swear falsely.

4. Explain the following derivatives of *haerēre*, *to stick* :

adhesive, adherent, cohesion, inherent

5. *Posse comitatus* is law Latin, meaning "the power of the county." *Posse* is an infinitive used as a noun; *comitātūs* is genitive singular of the fourth declension.

6. State which of the forms in parentheses is correct, and give the principle studied in Latin which helps you :

- a. It is a slight to me, who (have, has) always been your friend.
- b. (Who, Whom) did they say was hurt?
- c. There is the man (who, whom) you wished to see.
- d. The stranger sat down between Mary and (me, I).
- e. He told John and (me, I) an interesting story.

## Drill and Review

817. Decline *agmen Rōmānum*, *auctōritās*, and *foedus*.

818. Make a synopsis of *abiciō* in the third person, singular and plural, of the active voice.

819. Give the principal parts and the three stems of *sūmō*, *cōsulō*, *sentiō*, *dēscendō*, *solvō*, *cognōscō*, and *cadō*.

**820.** Give the present infinitive, active and passive, of *portō*, *habeō*, *trahō*, *jacio*, and *audiō*. Give their meanings.

**821.** What is the rule for the agreement of a relative with its antecedent? Write in Latin:

1. The journey that we made was short. 2. The authority which a consul had was great. 3. That treaty by which peace had been confirmed was approved by the senators. 4. A thousand captives, whom the enemy had captured, were set free. 5. Two thousand foot soldiers were sent under the yoke. 6. Three thousand men were defending the town. 7. Did you find the money that you gave us?

**822.** Answer in Latin:

1. Quō modō Postumius et milītēs ā Rōmānīs receptī sunt?
2. Quid in animīs cīvium haerēbat?
3. Cūr Postumius et Veturius pudōre affectī sunt?
4. Quō cōsulēs et tribūnī missī sunt?

**823.** Read and translate:

1. Venīre possum. 2. Manēre nōn potest. 3. Vidēre nōn poterat. 4. Hominēs vidērī possunt. 5. Labōrāre poterāmus. 6. Respondēre poterant. 7. Per montēs dūcī poterunt. 8. Excēdere potestis. 9. Id oppidum capere nōn poterit. 10. Sē dēfendere potuerant.

**824.** Proceed as in previous exercises:

1. Tēcum manēre nōn possum. Tē ex urbe mēcum excēdere cupiō. 2. Carrōs et equōs ā servīs parārī jubēbō. Nōs ad villam meam tribus hōrīs pervenīre facile (*easy*) erit. 3. Sine dīligentiā bene recitāre nōn poteritis. 4. Vōs esse amīcōs meōs exīstimō; nam mīhi amīcī semper erātis. 5. Virī, fortēs esse dēbētis. Sī fortiter nōn pugnābitis, imperātor vōs laudāre nōn poterit. 6. Quī tribūnōs ad finēs hostium mittī jussērunt? 7. Explōrātōrēs, quōs Caesar trāns flūmen mīserat, hostēs nusquam reperīre potuērunt. 8. Explōrātōrēs trāns flūmen ā Caesare missī hostēs reperīre nōn potuērunt. 9. Nōnne montem scandere poterātis?

## LESSON 70

### HOW GEESE ONCE SAVED ROME

This well-known story is probably familiar to you. If not, read first one of the accounts referred to below.\*

**825.** Gallī, postquam Papīrium et reliquōs senēs interfēcērunt (§ 586) et multam praedam cēpērunt, ad Capitōlium<sup>1</sup> prōcessērunt.

Hostēs autem vidērunt Capitōlium rūpēs altās habēre<sup>2</sup> et moenibus mūniri.<sup>2</sup> Atque scīvērunt Capitōlium ā Mān- 5  
liō, duce virtūtis singulāris, et Rōmānīs alacribus dēfendi.<sup>2</sup> Rūpēs magnae altitūdinis ascendere et collem occupāre nōn erat facile. Itaque prīncipēs Gallōrum collem obsidēre cōstituērunt; nam Rōmānōs parvam cōpiam cibī et aquae in Capitōliō habēre<sup>2</sup> spērābant. 10

Tandem, ut accidit, illī Rōmānī quī in urbem finitimam fūgerant nūntium ad Mānlium et cīvēs in Capitōliō ob-  
sessōs<sup>3</sup> mīsērunt. Hic mediā nocte viā sēcrētā (*secret*) rūpem ascendit. Prīmā lūce<sup>4</sup> vēstīgia (*footsteps*) eius ā  
Gallis vīsa sunt, quī eādē viā nocte rūpem ascendere 15  
cōstituērunt.

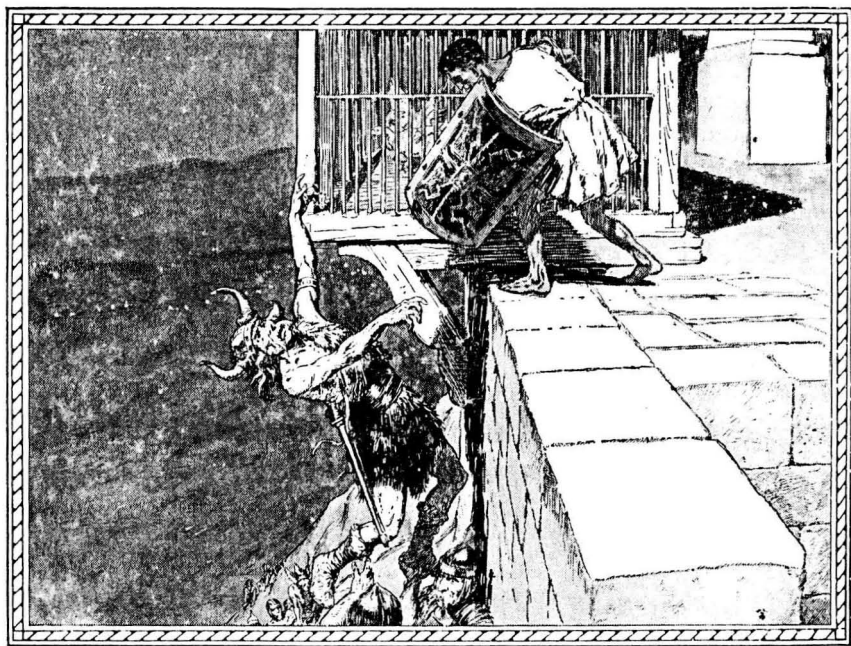
Jam nox erat et Gallī celerēs rūpem ascendēbant, dum Rōmānī in Capitōliō sine cūrā dormiunt. Prīmī<sup>5</sup> summum saxum prehendēbant. Neque cūstōdēs neque canēs (*dogs*)

\* The story of Marcus Manlius is told in the following books :

GUERBER. The Story of the Romans, pp. 106–109.

TAPPAN. The Story of the Roman People, pp. 52–53.

HARDING. The City of the Seven Hills, pp. 94–96.



MANLIUS REPELS THE GAULS FROM THE CAPITOL

excitātī erant. Mox barbarī in arce pedēs sistent (*will set*) et arx capiētur. Subitō clangōrēs (*cries*) ānserum (*of geese*), quī in Capitōliō ā Rōmānīs habēbantur quod avēs sacrae<sup>6</sup> Jūnōnis erant, auditī sunt. Clangōribus  
 5 eōrum Mānlius statim ē somnō excitātus est. Simul ac perīculum sēnsit, arma rapuit et Gallōs quī ad summam rūpem pervēnerant gladiō sustinuit. Quod subsidium submissum est, illōs celeriter Mānlius reppulit (*drove back*), neque barbarī cupidī arcem capere potuērunt.

## 826.

## Notes

1. The Capitoline was one of the seven hills of Rome.

2. *Habēre* and *mūnīrī* are infinitives in an indirect statement. Study section 827 now.

3. *Obsessōs, who were besieged.* This is a perfect passive participle modifying a noun governed by *ad*.

4. *Primā lūce, at daybreak.*

5. *Primī, the foremost.*

6. Certain birds were considered by the ancients to be sacred to certain gods, as the dove to Venus, the owl to Minerva, the vulture to Mars, the eagle to Jupiter, and the peacock to Juno.

## Grammar

**827. Fourth Use of the Infinitive. Indirect Statements.** A direct statement gives the exact words used by a speaker or writer in uttering his thought ; often it is indicated by quotation marks: as, *He says, "The Capitol is a hill."* An indirect statement does not use the exact words of the original statement, but, while preserving the thought of that statement, changes its form. The new statement is the object of a verb meaning *say, think, know, hear, perceive*, etc.: as, *He says that the Capitol is a hill* or *He says the Capitol is a hill*. Observe that in sentences of this type the clause of indirect statement is usually introduced in English by the word *that*. Sometimes an infinitive may be used in English to express an indirect statement: as, *We know him to be brave; We think him to be honest; We believe them to be sincere*. In these sentences *him* and *them* are subjects of the infinitives and are in the objective or *accusative* case.

In Latin an indirect statement is *always* expressed by an infinitive, without any conjunction corresponding to English *that*. The subject of the infinitive is in the accusative case, just as it is in the English illustrations given above. But since the use of the infinitive in indirect statement in English is not common, indirect statements in Latin should be translated by clauses introduced by *that*; an accusative in an indirect statement is to be translated as if it were nominative case, and the infinitive as if it were indicative; and in translating a present infinitive in an indirect statement

after a main verb in the past tense, the past tense must be used: as,

*Dicit Capitōlium esse collem, he says that the Capitol is a hill*  
(lit. *he says the Capitol to be a hill*).

*Dixit militem fortiter pugnāre, he said that the soldier was*  
*fighting bravely* (lit. *he said the soldier to be fighting bravely*).

*Dixerat milites pugnāre, he had said that the soldiers were fighting.*

Learn the following statements:

1. An indirect statement is usually the object of a verb meaning *say, think, know, hear, perceive*, or the like; its subject is in the accusative (never nominative) case, and its verb in the infinitive (never indicative).

2. The present infinitive of an indirect statement expresses the same time as that of the verb of saying in the main clause.

## 828.

## Vocabulary

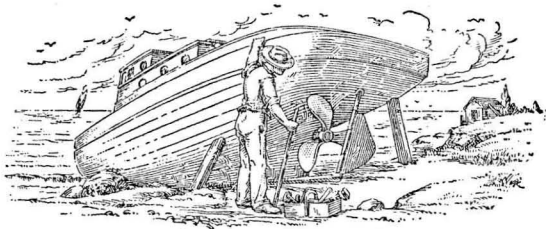
NEW WORD	RELATED WORD	MEANING
<u>prōcēdō</u> , <u>prōcēdere</u> ,		
<u>prōcessī</u> , <u>prōcessus</u>	proceed	<i>proceed, go ahead</i>
<u>mūniō</u> , -īre, -īvī, -ītus	ammunition	<i>fortify, build</i>
<u>sciō</u> , scīre, scīvī, scītus	omniscient	<i>know</i>
<u>singulāris</u> , -e		<i>singular, remarkable</i>
<u>alacer</u> , -cris, -cre		<i>eager, alert</i>
<u>facilis</u> , -e	facility	<i>easy</i>
<u>nox</u> , noctis (-ium), f.	nocturnal	<i>night</i>
<u>lūx</u> , lūcis, f.		<i>light</i>
<u>celer</u> , -is, -e		<i>swift, quick</i>
<u>prehendō</u> , <u>prehendere</u> ,		
<u>prehendī</u> , <u>prehēnsus</u>	comprehend	<i>seize, grasp</i>
<u>cūstōs</u> , <u>cūstōdis</u> , m.	custody	<i>guard</i>
<u>avis</u> , avis (-ium), f.	aviator	<i>bird</i>
<u>sacer</u> , -cra, -crum	sacred	<i>sacred</i>
<u>submittō</u> , -ere, -mīsī,		
-missus		<i>dispatch</i>
<u>cupidus</u> , -a, -um		<i>desirous, greedy</i>

## 829. Application of Latin to English

1. Explain the meaning of the italicized words :

- a. He anticipated coming events by a kind of *prescience*.
- b. This method of celebrating the day seemed a *desecration*.
- c. The situation calls for a thorough *investigation*.
- d. The park contains a large *aviary*.
- e. The monster was most *repulsive* in appearance.
- f. That monkey has a *prehensile* tail.

2. Make a list of all the derivatives of *pellere*, to drive, that you can discover. Use the present base *pell-* and the participial stem *puls-*. Use the pre-fixes *com-*, *dis-*, *ex-*, *in-*, *pro-*, *re-*. Recognize the idea of *driving* contained in each word.



WHY IS THIS CALLED THE PROPELLER?

3. *Science* is derived from *scire*, to know, and means literally knowledge. What is the Latin word from which *science* is derived? What is the meaning of *omniscience*?

4. *Frangere*, to break, especially through its participial stem *fract-*, has given several words to English. A *fraction* is a part broken from a whole number. To *fracture* a bone is to break it. What do *fragment* and *fragile* mean?

5. Why does *defensive* have one *f* and *offensive* two?

6. State which of the forms in parentheses is correct, and tell what principle studied in Latin should help you :

- a. He is a man (who, whom) I think will succeed.
- b. He is a man (who, whom) I believe to be honest.
- c. This is the boy (who, whom) the class elected president.
- d. This is the boy (who, whom) they thought should be president.
- e. This is the boy (who, whom) we wished to make president.
- f. (Who, Whom) do you think it is?
- g. (Who, Whom) do you think it to be?



## Drill and Review

830. Decline *nox longa*, *via facilis*, and *ignis sacer*.

831. Make a synopsis of *possum* in the third person plural.

832. Explain the case of the italicized noun and the mood of the italicized verb in the following sentences, and translate:

1. *Vir amīcōs habet.*
2. *Dīcit, "Vir amīcōs habet."*
3. *Dīcit virum amīcōs habēre.*
4. *Dīxit, "Vir amīcōs habet."*
5. *Dīxit virum amīcōs habēre.*

What time is indicated by the present infinitive in an indirect statement? Copy the following exercise, writing the Latin sentence as an indirect statement with each verb:

- |                         |                            |
|-------------------------|----------------------------|
| 1. <i>Mīles pūgnat.</i> | 2. <i>Urbs dēfenditur.</i> |
| <i>Lēgātus dīcit —.</i> | <i>Nūntius dīcit —.</i>    |
| <i>Lēgātus dīxit —.</i> | <i>Nūntius dīxit —.</i>    |

833. Read and translate:

1. *Mārcus labōrat.* 2. *Vidēmus Mārcum labōrāre.* 3. *Puerī laudantur.* 4. *Scīmus puerōs laudārī.* 5. *Sciunt tē esse discipulum bonum.* 6. *Magister vīdit discipulōs in lūdum venīre.* 7. *Vir dīcit sē esse mīlitem.* 8. *Vir dīxit illum esse poētā.* 9. *Hominem per viam venīre vidēbant.* 10. *Haec dōna accipere recūsāvit.* 11. *Itaque eum temptāre lēgātī nōn potuērunt.* 12. *Eīs dīxit sē neque praeemia neque pecūniam cupere.*

834. Express in Latin:

1. Soldiers are fortifying the camp. 2. I see that the soldiers are fortifying the camp. 3. I saw that the soldiers were fortifying the camp. 4. Men are sent into the province. 5. The messenger says that men are being sent into the province. 6. I know you are in school today. 7. We know that that boy is working. 8. We knew that the boy was working. 9. They hear the town is well defended. 10. He orders men to fortify the city. 11. They were able to proceed ten miles.

## REVIEW 14

## 835. Vocabulary Review

The following list contains the words of Lessons 66–70 that are for permanent retention:

455. adiciō	473. inveniō	491. prōficiō
456. alacer	474. iter	492. prōiciō
457. arbor	475. jūs	493. prūdēns
458. auctōritās	476. laus	494. quārtus
459. celer	477. lēx	495. quī
460. centum	478. lūx	496. quīntus
461. circumveniō	479. mīlle	497. recēns
462. cōgō	480. mōns	498. remittō
463. committō	481. mūniō	499. satisfaciō
464. cōficiō	482. nox	500. sciō
465. coniciō	483. obiciō	501. septimus
466. cōsentiō	484. octāvus	502. sextus
467. cupidus	485. pellō	503. singulāris
468. dēficiō	486. perficiō	504. submittō
469. dēligō	487. possum	505. vīgintī
470. facilis	488. potēns	506. vōx
471. fidēlis	489. praeficiō	
472. humilis	490. praemittō	

## 836. Grammar Review

From the last five lessons you should have learned:

1. How the irregular verb *possum* is inflected.
2. How to recognize and translate the present passive infinitive.
3. Cardinal and ordinal numerals, and the declension of those that are inflected.
4. A fourth use of the infinitive — in indirect statements.
5. What an indirect statement is, and how its expression in Latin differs from its expression in English.
6. The declension of the relative pronoun, and the agreement of the relative with its antecedent.

You have now learned all the uses of the nominative and dative cases that are taught in this book. What are they?

Give the principal parts of the verbs in section 835. Decline *alacer*, *celer*, *facilis*; *iter*, *jūs*, *lēx*, *mōns*, *nox*, and *vōx*. Decline *quī* and *quis*.

## 837.

## Sight Translation

## THE ELEVENTH LABOR OF HERCULES

Herculēs, quī vir potēns atque singulāris audāciae erat, sub auctōritāte Eurystheī rēgis duodecim labōrēs cōnfigere coāctus est. Hōc enim ūnō modō scelus (*crime*) recēns quod ille commiserat expiārī (*to be atoned for*) potuit.  
 5 Dum hōs labōrēs perficit, Herculēs per multās terrās iter fēcit et mīlle perīculīs sē objēcit.

Neque facilis erat ūndecimus (*eleventh*) ex hīs labōribus; Eurystheus enim Herculem hortum Hesperidum invenīre atque ex hortō pōma aurea rapere jusserat. Hesperidēs  
 10 autem nymphae magnae pulchritūdinis erant quae in terrā longinquā (*distant*) habitābant. Jam antea multī hominēs aurī cupidī haec pōma capere temptāverant. Sed pōma facile invenīrī aut rapī nōn poterant: namque hortus in quō pōma erant mūrō altō omnibus ex partibus  
 15 mūnītus erat; praeterea dracō (*dragon*) quī centum capita habēbat portam hortī diligenter dēfendēbat.

Labor igitur quem Eurystheus prōposuerat erat summae difficultātis, nōn solum ob causās quās scīmus sed etiam quod Herculēs omnīnō patriam Hesperidum ignōrābat.  
 20 Virtūs autem illīus nūllō tempore dēfēcit.

Herculēs, quamquam quīetē vehementer cupiēbat, tamen imperāta rēgis perficere cōstituit; itaque, simul ac ab illō jussus est, iter facere parāvit. Ā multīs quaesiverat dē patriā Hesperidum; nihil tamen certum cōgnōscere  
 25 potuerat. Frūstrā per multās mēnsēs iter fēcit; tandem,

postquam in hīs itineribus tōtum annum cōsūmpsit, ad extrēmam (*outermost*) partem orbis terrārum, quae proxima est Ōceanō, pervēnit. Hīc stābat vir corporis ingentis, nōmine Atlās, quī caelum umerīs (*shoulders*) suis sustinēbat. Quod eum esse amīcum perspexit, statim Herculēs 5 causam itineris ēnūntiāvit et auxilium petīvit.

“Tē esse adulēscēntem alacrem atque fidēlem perspiciō,” respondit Atlās, “sed sōlus pōma rapere numquam poteris. Quod ego ipse sum pater Hesperidum, illa pōma inter arbōrēs cēlārī et mōnstrō dēfendī bene sciō. Auxilium tibi 10 dare possum. Ipse ad filiās meās iter faciam, quae, meā vōce inductae, — ut spērō, — mihi pōma libenter permittent. Prō (*in return for*) hōc beneficiō ūnum ā tē petō. Dum aberō, tū ipse umerīs tuis caelum sustinē.”

Hoc negōtium Herculēs prūdēns suscepit et multās 15 noctēs et diēs (*days*) tōtum pondus (*weight*) caelī sōlus sustinuit. Ob illud factum magna laus Herculi semper tribūta est. Pōma per grātiam (*kindness*) filiārum Atlantis remissa Herculēs tandem cum gaudiō accēpit. Tum, postquam grātiās prō tantō beneficiō ēgit, ad Graeciam 20 contendit.

## 838.

## Derivation

1. Give the Latin word (and its meaning) from which each of the following English words is derived: *centennial*, *cogent*, *commission*, *vociferate*, *recent*, *circumvent*, *prudent*, *quart*, *singular*, *itinerant*, *lucid*, *cent*, *apprehend*, *humility*, *centipede*, *remit*, *quartet*, *submission*, *cupidity*, *science*, *jurisdiction*, *vocabulary*, *percentage*, *consecrate*, *potentate*, *octave*, *humiliate*, *repel*, *fidelity*.

2. Collect as many English derivatives as possible from *mūniō*.

## CAMILLUS AND THE SCHOOLMASTER

Though the Romans were a conquering race, they often showed what we should call fine sportsmanship in their wars. Once a traitorous schoolmaster of a hostile city had brought the sons of the principal men of the city into the camp of Camillus. Camillus refused to take advantage of his enemy, and had the teacher flogged back into the city by his pupils.\*

Give all possible forms of *quae, haec, quod*; *civitas, vias, quas, eras*; *brevi, pueri, hi, cui, qui*.

839. Forte in urbe Faliscōrum, ut scripsērunt scriptōrēs antīquī, habitābat quīdam (*a certain*) magister lūdī. Quod hic magister patribus illius urbis grātior<sup>1</sup> atque dīligentior erat quam aliī (*other*) magistrī, multī puerī, liberī prīncipum, ad lūdum eius cotīdiē mittēbantur. Hī discipulī nōn solum in lūdō docēbantur sed etiam per viās et agrōs modo<sup>2</sup> brevioribus modo<sup>2</sup> longioribus itineribus ā magistrō dūcēbantur.

Tandem bellum inter Faliscōs et Rōmānōs gerēbātur et Rōmānae legiōnēs agrōs Faliscōrum vāstābant. Magister autem mōrēs pācis in bellī tempore nōn intermīsīt: cotīdiē discipulōs sermōnibus grātissimīs per agrōs dūcēbat. Dēnique perfidiā impulsus puerōs, quī sē<sup>3</sup> in periculō esse nōn sentiēbant, in castra Rōmāna ad imperātōrem per-  
dūxit. Camillus, vir clārissimus, tum imperātōr cōpiārum

\* The story of Camillus and the schoolmaster is told in the following books:

HAAREN and POLAND. Famous Men of Rome, pp. 84-86.

HARDING. The City of the Seven Hills, pp. 81-82.

GUERBER. The Story of the Romans, pp. 101-102.

TAPPAN. The Story of the Roman People, pp. 50-51.



THE BOYS FLOG THEIR TREACHEROUS SCHOOLMASTER

Rōmānārum erat; cui<sup>4</sup> scelerātus magister dīxit: "Hī puerī sunt liberī principum Faliscōrum. Sī tū eōs retinēbis, patrēs eōrum et tōta cīvītās in potestātem tuam sē dēdent." Quae<sup>5</sup> ubi Camillus audīvit, "Nōn ad similem tuī,"<sup>6</sup> inquit, "vēnistī. Nōs Rōmānī arma contrā puerōs 5 nōn ferimus (*bear*)."

Vestimentīs (*garments*) prīvārī deinde magistrum imperātor jussit et manūs<sup>7</sup> vincīrī. Tum puerīs virgās (*switches*) dedit. "Eīs virgīs illum magistrum scelerātum agite in urbem; ex castrīs meis eum celeriter pellite; nam perfidia 10 poenam semper meret." Sine morā puerī magistrum in fugam compulērunt.

## 840.

## Notes

1. *Grātor*, *more popular*; comparative degree of *grātus*. Study sections 841 and 842 now.

2. *Modo . . . modo*, *at some times . . . at other times*.

3. *Sē* is the subject of *esse* in an indirect statement; *who did not realize that they were* (lit. *who did not realize themselves to be*). A reflexive pronoun is necessary in Latin when the subject of the indirect statement is the same person as the subject of the verb of saying, etc.

4. *Cui*, lit. *to whom*, may be translated here as a personal pronoun, *to him*, making the relative clause an independent sentence.

5. *Quae* is a relative pronoun, referring to something mentioned in the preceding sentence; *which things, which words*. In such cases the relative is best translated by a personal or demonstrative pronoun: *as, these things, these words*.

6. *Ad similem tuī*, *to a person like yourself*.

7. *Manūs*, (*his*) *hands*; a noun of the fourth declension, accusative plural.

## Grammar

**841. The Comparison of Adjectives.** We compare adjectives in English by using either the endings *-er* and *-est* or the adverbs *more* and *most*. Compare *long* and *beautiful*.

Latin adjectives are compared by adding endings. The comparative is regularly formed by adding *-ior* to the base of the positive: *as, longus* (base, *long-*), *long*; comparative, *longior, longer*. The superlative is regularly formed by adding *-issimus* to the base of the positive: *as, longissimus, longest*.

These endings are found in Latin comparatives and superlatives occurring in English. Give the literal meanings of *superior* and *inferior*, *exterior* and *interior*. *Major, greater*, and *minor, less*, have *-or* instead of *-ior*. *Anterior* means situated *more* to the front, and *posterior, more* to the back. The superlative ending *-issimus* is less common in English. It occurs in musical terms (through Italian), such as *pianissimo*, "very softly," and *fortissimo*, "very loudly."

Adjectives ending in *-er* form the superlative by adding *-rimus* to the positive: as, *miser, miserior, miserrimus*. A few adjectives ending in *-lis* form the superlative by adding *-limus* to the base: as, *facilis, faciliior, facillimus*. So also *difficilis, similis, dissimilis, humilis*.

Learn the comparison of the regular adjectives given in the Appendix, page 23. Give all terminations of each degree.

The comparative and superlative are sometimes used in Latin to express a rather high, or a very high, degree of the quality, but without any comparison with other persons or things. In such cases the comparative may be translated *too, rather, or fairly*; and the superlative, *very* or *exceedingly*.

**842. Declension of the Comparative.** The comparative belongs to the third declension and has two sets of terminations; that is, it has one set of terminations, *-ior*, etc., for the masculine and feminine, and one set, *-ius*, etc., for the neuter. It is not, however, an *i*-stem. Thus the ablative singular ends in *-e*, the genitive plural in *-um*, and the neuter nominative and accusative plural in *-a*.

Learn the declension of the comparative as given in the Appendix, page 19, using the facts given above to aid you.

The superlative is declined like *bonus*.

## 843.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>scribō</u> , -ere, scripsī, scriptus	inscribe	write
scriptor, scriptōris, m.	scribō	writer
<u>diligēns</u> , -entis		diligent
<u>intermittō</u> , -mittere, -mīsī, -missus	intermission, inter + mittō	suspend, stop, cease
<u>impellō</u> , -ere, -pulī, -pulsus		drive on, impel
scelerātus, -a, -um		wicked



NEW WORD	RELATED WORD	MEANING
<u>similis</u> , simile	similar	<i>like</i>
prīvō, -āre, -āvī, -ātus	deprive	<i>deprive, rob</i>
perfidia, -ae, f.	perfidy, fīdus	<i>treachery</i>
<u>compellō</u> , -ere, -pulī, -pulsus		<i>drive together, force, compel</i>

## 844. Application of Latin to English

### 1. Explain the meaning of the italicized words :

- His *retention* of the position depends upon several factors.
- The judge ordered the *detention* of the prisoner.
- His attention was *intermittent*.
- He was noted for his obstinacy and *pertinacity*.
- His manner was *ingratiating*.

2. Explain the following derivatives of *similis*, *like*: *similar*, *dissimilar*, *similarity*, *similitude*, *resemble*, *assimilate*. To *simulate* ignorance is to act like one who is ignorant; to pretend ignorance. A dream has the *semblance* of reality when it is like reality. To *dissimulate* is to act in a way unlike and contrary to the reality; hence *dissimulation* means hypocrisy, deceit. To *dissemble* one's real sentiments is to act in a way unlike or contrary to them, and thus to conceal them. A *simile* is a figure of speech in which one thing is said to be like another: as, "He is like a fox."

3. *Grātus*, *pleasing*, *agreeable*, has numerous derivatives. *Grateful* in "grateful shade" preserves the meaning of *pleasing*. By the *grace* of God means according to the pleasure or by the favor of God. A person in *disgrace* is in *disfavor*. To *gratify* someone is to give him pleasure.

4. The verb *faciō* appears in English in a much shortened form as the suffix *-fy*, meaning *to make*, as in *magnify* (from *magnus*), to make large. Form words with this suffix from *clārus*, *certus*, *nūllus*, and *deus*. Watch for other English words ending in *-fy*.

## Drill and Review

**845.** Give the meaning of the following groups of related words :

super	movēre	scandere	regere
superāre	removēre	dēscendere	rēx
superbus	commovēre*	ascendere	rēgīna
superbia			regiō
			rēgia
			rēgnum
			rēgnāre

**846.** Decline *via longior*, *dōnum grātius*, *verbum simile*.

**847.** Give the principal parts and the stems of *vocō*, *doceō*, *dicō*, *capiō*, and *vinciō*. Give (with meanings) the present active and present passive infinitives of these verbs.

**848.** Read and translate :

1. Ad tē, quod meus amīcus es, id dōnum mittō. 2. Id quod tū facis ego probō. 3. Ā populō Rōmānō ea quae dux noster fēcerat laudāta sunt. 4. Ea quae ā sociīs postulābantur cīvibus nūntiābimus.

**849.** Compare *lātus*, *miser*, *fortis*, and *facilis*. Decline the comparative of *lātus*, and the superlative of *miser*.

**850.** Read and translate :

1. Haec via est longa. Illa via est longior. Tua via est longissima. 2. Hostēs erant fortēs. Rōmānī erant fortiōrēs. Militēs legiōnis decimae erant fortissimī. 3. Ille est fortissimus. Numquam fortiōrem virum vīdī. 4. Ego longissimō itinere vēnī; tū breviōre itinere vēnistī. 5. Ubi miseriōrēs servōs vīdistis? 6. Umbra altiōris arboris lātior erit. 7. Pīlum longius quam gladius erat.

**851.** Express in Latin the italicized words :

1. This mountain is *high*, but that one is *higher*. 2. Those rivers are *wider*. This river is *very wide*. 3. You were fighting *with a braver man*. 4. They had the *most wretched* slaves. 5. Caesar gave fields *to the braver soldiers*. 6. We live *in a wider street*.

\* The prefix *con-* (*com-*) frequently has an intensive or emphasizing force.

**852. Answer in Latin :**

1. Quō magister cum discipulīs ambulābat?
2. Quibus in locīs magister puerōs docēbat?
3. Puerīne sē in periculō esse sēnsērunt?
4. Quid magister Camillō dīxit?
5. Quibus verbīs Camillus respondit?
6. Quae erat poena magistrī?

**853. Proceed as in previous exercises :**

1. Injūriæ eōrum sunt graviōrēs quam tuæ. 2. Hūc venī. Tibi librōs novissimōs et gravissimōs dēmōnstrābō. 3. Quod nūlla flūmina legiōnēs impediēt, hoc iter facilius erit. Eō legiōnēs contendere jussit. 4. Mūnīre castra erit facile; dēfendere castra erit facilius. 5. Illum locum castrīs magis idōneum invenient. 6. Per Alpēs, montēs altissimōs, Hannibal cum elephantīs hieme iter fēcit et aestāte in Italiam cōpiās dūxit. 7. Nocte vōcēs mīlitum clāriōrēs erant. 8. Existimātisne hanc lēgem esse æquam? 9. Illī mīlitēs audācēs armīs prīvārī nōn dēbent. Armīs prīvātī pugnāre nōn poterunt. 10. Difficillimum erit illud iter.

## THE SEIZURE OF THE SABINE WOMEN

The story of the seizure of the Sabine women by Romulus and his followers is a very familiar one. If you do not know it, read one of the accounts referred to below.\*

Give all the possible forms of *fēminā*, *populō*, *marī*, *duce*, *fortī*, *longiōre*; *illius*, *longius*, *nūntius*; *tenētis*, *mīlitis*, *lēgātis*, *multis*.

854. *Rōma*, quae ā *Rōmulō* strūcta est, *prīmō* parvum oppidum fuit. *Rōmulus* imāginem (*image*) oppidī magis quam<sup>1</sup> oppidum fēcerat; nam paucī incolae erant. Putāvit sē<sup>2</sup> numerum incolārum augēre dēbēre. Itaque *Rōmam* asyllum (*place of refuge*) fēcit; et mox eō magna 5 manus<sup>3</sup> latrōnum (*brigands*) pāstōrumque (*shepherds*) fūgit, quī ex suis civitātibus expulsī domōs novās petēbant.

Sed neque *Rōmulus* ipse neque oppidānī uxōrēs habēbant. Lēgātōs igitur per finitimās gentēs mīsīt et cōnūbium (*right of marriage*) novō populō petīvit. Nusquam 10 hī lēgātī benignē audītī sunt. Multī rogābant, "Cūr vester dux mulieribus quoque asyllum *Rōmae*<sup>4</sup> nōn fēcit?" *Rōmulus* aegritūdinem (*sickness*) animī dissimulāns<sup>5</sup> dolum parāvit; nūntiārī deinde finitimīs<sup>6</sup> spectāculum jussit. Ad hōs lūdōs multī ex vicinīs gentibus convēnērunt, 15 maximē Sabīnī cum uxōribus et liberīs, quī pauca mīlia passuum<sup>7</sup> ā finibus Rōmānōrum habitābant.

\* The story of the Sabine women is told in the following books:

HAAREN and POLAND. Famous Men of Rome, pp. 17-23.

GUERBER. The Story of the Romans, pp. 28-29.

HARDING. The City of the Seven Hills, pp. 17-18.

TAPPAN. The Story of the Roman People, pp. 4-5.



SABINE WOMEN

Ubi spectāculī tempus vēnit et mentēs et oculī omnium ad lūdōs versī sunt, signum ā duce Rōmānō datum est. Tum juvenēs Rōmānī discurrērunt (*scattered*) et virginēs rapuērunt. Neque difficillimum erat eās capere.  
 5 Haec fuit statim causa bellī. Sabīnī bellum contrā Rōmānōs sūmpsērunt et impetum in oppidum Rōmam fēcērunt.

Deinde Rōmulus ad certāmen prōcessit et in eō locō ubi nunc forum Rōmānum est pugnam commisit. Prīmō  
 10 impetū vir inter Rōmānōs ēgregius, nōmine Hostīlius, interfectus est; cuius<sup>8</sup> morte commōtī Rōmānī fugiēbant et eōdem tempore Sabīnī putābant sē Rōmānōs vīcisse.<sup>9</sup>

Tum mulierēs quae raptae erant in mediam pugnam prōcessērunt et pācem petivērunt. Verbīs eārum hinc<sup>10</sup> patrēs hinc<sup>10</sup> marītī commōtī sunt, et inter Rōmānōs et Sabīnōs foedus factum est.

## 855.

## Notes

1. *Magis quam, more than.*
2. *Sē* is a reflexive pronoun, subject of an infinitive in an indirect statement after *putāvit, thought*. Study section 856 now.
3. *Manus* is a noun of the *fourth declension*. You have already seen forms of this declension. The characteristic vowel of the fourth declension is *u*, appearing in the ablative singular, *manū*, and the genitive plural, *manuum*. Study section 857 now.
4. *Rōmae, at Rome*, is *locative* case. Study section 858 now.
5. *Dissimulāns, concealing*; a present active participle modifying *Rōmulus*. Observe that it corresponds to the English participle ending in *-ing*.
6. *Fīnitimīs, neighbors*. What usage of an adjective?
7. *Mīlia passuum, miles* (lit. *thousands of paces*). The Roman *passus, pace*, was the distance from the point where the heel left the ground to the point where the heel again strikes the ground. This distance was about five feet. A thousand paces made a mile. What case is *mīlia*, and why?
8. *Cuius, lit. whose*, should be translated here as a personal pronoun, *his*. Can you recall similar instances?
9. *Vicisse* is a perfect active infinitive, formed by adding *-isse* to the perfect stem. It expresses time before that of the verb of thinking upon which it depends: *they thought that they had conquered*. Study section 859 now.
10. *Hinc . . . hinc, on this side . . . on that side*.

## Grammar

**856. *Sē* in Indirect Statements.** The meaning of *sē* when it is the subject of the infinitive in indirect statements should be carefully noted. It always refers to the subject of the verb of *thinking, saying*, or the like which introduces the indirect statement, and thus shows that the subject of the infinitive

is the same as the subject of the main verb. In such cases *sē* is not translated by a reflexive pronoun in English, but by a personal pronoun. Thus, *Rōmulus putāvit sē dēbēre* means *Romulus thought that he* (Romulus) *ought*; *puella putāvit sē dēbēre*, *the girl thought that she* (the girl) *ought*; *militēs putāvērunt sē dēbēre*, *the soldiers thought that they* (the soldiers) *ought*.

When a person other than the subject of the main clause is referred to, the accusative of *is* or *ille* is used. Thus, *Rōmulus putāvit eum dēbēre* means *Romulus thought that he* (some other person) *ought*.

**857. The Fourth Declension.** Nouns whose genitive singular ends in *-ūs* belong to the fourth declension. They are few in number in comparison with those of the first three declensions. Most of them are masculine; but *manus*, *hand*, and *domus*, *home*, are feminine.

Examine the declension of the model nouns of the fourth declension, *manus* and *cornū*, in the Appendix, page 16. Then learn the declension thoroughly. The other nouns are similarly declined, except *domus*, which has some forms of the second declension.

The ablative singular of *manus* is preserved in *manufacture* and *manuscript*. The phrases *casus belli*, "occasion for war," and *lapsus linguae*, "a slip of the tongue," contain words of the fourth declension in the nominative case. The phrases *in statu quo*, "in the same condition as before" (lit. "in the condition in which"), *in situ*, "in its (original) position," and *pari passu*, "with equal pace," contain nouns of the fourth declension in the ablative case.

**858. The Locative Case.** The ablative case, with *in*, is generally employed in Latin to express place where. But with names of towns and cities, and with *domus* and *rūs* (third declension), a case called the *locative* is used: as, *Rōmae*, *at Rome*; *Athēnīs*, *at Athens*; *domī*, *at home*; *rūrī*, *in the country*.

The endings of the locative are

	FIRST DECL.	SECOND DECL.	THIRD DECL.
<i>Sing.</i>	-ae	-ī	-ī
<i>Plur.</i>	-īs	-īs	-ibus

**859. The Perfect Active Infinitive.** The perfect active infinitive of all verbs is formed by adding *-isse* to the perfect stem. Learn the perfect active infinitives of the model verbs, with their meanings, as given in the Appendix, page 30.

## 860.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<i>struō, -ere, strūxī, strūctus</i>	construct	<i>build</i>
<i>putō, -āre, -āvī, -ātus</i>		<i>think</i>
<i>manus, -ūs, f.</i>	manufacture	<i>hand, band</i>
<i>domus, -ūs, f.</i>	domicile	<i>home, house</i>
<i>expellō, -ere, -pulī, -pulsus</i>	expel, <i>pellō</i>	<i>drive out</i>
<i>passus, -ūs, m.</i>	pace	<i>step, pace</i>
<i>difficilis, -e</i>		<i>difficult</i>
<i>impetus, -ūs, m.</i>	impetus	<i>attack</i>

## 861.

## Latin Derivatives

**The Suffix *-bilis*.** The suffix *-bilis* (*-ilis*) means "(able) to be," and forms adjectives from verbs: as, *horribilis* (from *horreō*), *to be shuddered at, dreadful*. It appears in English usually as *-ble*: as, *horrible*. Give the Latin words from which the following English words are derived:

*audible, docile, mobile, culpable, laudable*

**The Suffix *-tus* (*-sus*).** The suffix *-tus* (*-sus*) denotes either *action* or the *result of an action*. The nouns formed with this suffix are of the fourth declension: as, *adventus, arrival* (the action or the result of the action of coming to some place). You may be able to see the effect of the suffix in the following nouns:



*conventus*, assembly (*conveniō*)

*discessus*, departure (*discēdō*)

*ēventus*, outcome (*ēveniō*)

*mōtus*, motion (*moveō*)

*concursum*, gathering (*concurrō*)

*cōnspectus*, view (*cōnspiciō*)

**The Suffix -ius.** The suffix -ius is added to noun stems to form adjectives denoting *belonging to*: as, *patrius*, *Corinthius*, *rēgius*, *senātōrius*, *uxōrius*.

## 862. Application of Latin to English

1. Explain the meaning of the italicized words:

- a. The man was notorious for his *rapacity* and greed.
- b. His talk was exceedingly rambling and *discursive*.
- c. He is the *reputed* head of the organization.

2. The *pastor* of a church is so called because he is the shepherd of the flock. *Congregation* comes from *grex*, *flock*.

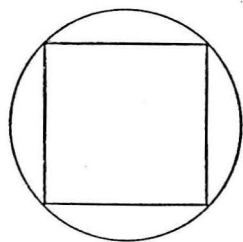
3. Study the following derivatives of *manus*, *hand*. *Manual* training is training of the hand. A *manual* on electricity is a handbook. *Manacles* are handcuffs. To *manipulate* any substance is to handle it skillfully. To *manage* affairs well is to handle them well. The *maniple* of the Roman army was a "handful" of men. An *amanuensis* is a person who writes (by hand) what another dictates, a secretary.

4. Study the following derivatives of *scribere*, *to write*. A *scribe* is one who writes, and to *scribble* is to write hastily. The *Scripture* is Holy Writ. *Script* is something written. A *postscript* is something written afterwards (*post-*), and a *manuscript* meant originally something written by hand. To *inscribe* one's name is to write it on something. To *subscribe* to a document is to write one's name underneath. To *describe* meant originally to write down, then to tell fully about something. When a person's actions are greatly



PĀSTOR ET GREX

circumscribed, they are limited, as if a circle had been drawn around them. To *prescribe* is to write something beforehand (*prae-*), and hence to give directions. From this comes the *prescription* of a physician. To *proscribe* meant originally to put forth (*pro-*) someone's name in writing as condemned to death. To *transcribe* notes is to write or copy them out in another place (*trans-*). To *ascribe* failure to absence is to write or set it down to that cause. The *superscription* of a letter is written outside, or above (*super-*), the message.

A CIRCLE CIRCUM-  
SCRIBED ABOUT A  
SQUARE

5. When the suffix *-ble* (*-le*), Latin *-bilis* (*-ilis*), is added to a verb of the first conjugation, the word always ends in *-able*:

as, *portable*, *laudable*. Copy the following words, supplying the omitted vowel in each case:

habit—ble, invulner—ble, incur—ble, culp—ble

If the verb is of any other conjugation than the first, the word *usually* ends in *-ible*: as, *horrible*, *terrible*. What is the omitted vowel in the following words?

aud—ble, doc—le, access—ble, invinc—ble

The suffix *-able* is sometimes added to verbs of other conjugations than the first: as, *movable*, *capable*.

6. Explain the meaning of the following words:

convertible

inevitable

invincible

curable

inexorable

irreparable

deplorable

habitable

irrevocable

inestimable

inseparable

portable

delectable

vulnerable

credible

## Drill and Review

863. Decline *manus parva*, *passus longus*, *impetus similis*.

864. Make a synopsis of *putō* in the third person singular; of *expellō* in the third person plural; conjugate *prōcēdō* in the present, future, and perfect indicative active.

865. Give the present infinitive, active and passive, and the perfect passive participle of *laudō*, *terreō*, and *rapiō*, with their meanings.

866. Translate, with special care for the meaning of *sē*:

1. *Mārcus putat sē esse laetum*. 2. *Cornēlia putat sē esse laetam*.  
3. *Legiō decima putat sē laudārī dēbēre*. 4. *Sciēbant sē amicōs habēre*. 5. *Nostri putant sē ā lēgātō fortī dūcī*. 6. *Dixērunt sē labōrāre*.

867. Write in Latin:

1. She knows that she is ready. 2. They say that they sent aid.  
3. He says he is writing. 4. He says that he (*some other person*) is writing. 5. They said that they (*not the speakers*) had come.

**868.** Read and translate :

1. Miles manū dextrā gladium, manū sinistrā pīlum habet.  
2. Fīnitimī impetūs facient. 3. Tredecim mīlia passuum prōces-  
sērunt. 4. Iter mīlle passuum fēcerant. 5. Omnēs impetūs eōrum  
repulsī sunt. 6. Tum impetum facere parābant. 7. Manibus suis  
mōnstrum rapuit.

**869.** Express in Latin :

1. In their hands they carried gifts. 2. I think their attacks are  
being repelled. 3. We shall proceed a mile. 4. They had carried to  
a neighboring town the booty that they had seized. 5. The attack  
of the enemy will be quickly repelled. 6. He said that they had  
fled ten miles. 7. I hear that which you are saying. 8. He an-  
nounced that the enemy had proceeded five miles. 9. The messen-  
ger thought that the general had made peace with neighboring  
states.

## QUINTUS FABIVS MAXIMVS

Quintus Fabius Maximus was one of the most distinguished members of the Fabian family, of which you have already heard (§ 594). In the Second Punic War, when the Romans had been badly beaten in northern Italy by Hannibal, Fabius was appointed dictator. Fabius's policy was not to engage in battle with Hannibal, but to cut him off from supplies and to harass him in other ways. This policy gained for Fabius the name *Cunctator*, "the Delayer," and is the origin of our expression "a Fabian policy."\*

Give all possible forms of *diū*, *impetū*; *sinum*, *filium*, *cōsulum*, *passuum*; *sē*, *suōs*; *breve*, *mōre*, *tē*, *mare*; *passūs*, *manū*, *manū*.

870. Quīntus Fabius Maximus, vir generis nōbilis, lēgātīōnis (of an embassy) prīnceps fuit quem Rōmānī initiō secundī bellī Pūnicī Carthāginem<sup>1</sup> mīsērunt. Lēgātī ā Poenīs Hannibalem petēbant quod Saguntum, civitātem  
 5 Hispāniae Rōmae<sup>2</sup> amīcissimam, oppugnāverat. Sed Poenī Hannibalem dēdere recūsāverunt. Quam<sup>3</sup> ob rem<sup>4</sup> Fabius sinum (*fold*) ex togā fēcit et "Hīc," inquit, "vōbīs bellum et pācem portāmus. Utrum placet,<sup>5</sup> sūmite." Poenī "Bellum" clāmāverunt. Tum Fabius togam  
 10 excussit (*shook out*) et bellum sē dare dixit. Poenī sē accipere et bellum nōn minus ferōciter (*fiercely*) quam Rōmānōs gestūrōs esse<sup>6</sup> respondērunt.

Posteā Hannibal cum exercitū Pŷrēnaeōs et Alpēs maximā<sup>7</sup> difficultāte superāvit et aestāte in Italiam vēnit.

\* The story of Fabius may be found in the following books:

GUERBER. The Story of the Romans, pp. 130-132.

TAPPAN. The Story of the Roman People, pp. 88-89.



FABIUS RIDES INTO THE PRESENCE OF THE CONSUL

Ibi trēs imperātōrēs clārissimōs vīcit. Contrā hostem  
totiēns (*so many times*) victōrem<sup>8</sup> Fabius dictātor missus  
est. Ratiōnem bellī mūtāvit. Nōn enim cum Hannibale  
proelium commisit, neque aciem instrūxit; sed hostīs  
equitātū ā frūmentō aliisque rēbus prohibēbat et spem<sup>4</sup> 5  
fortitudinemque exercitūs suī augēbat. Hōc cōnsiliō op-  
timō rem pūblicam servāvit et fāma eius rei semper apud  
Rōmānōs mānsit.

Post multōs annōs Fabius jam senex ad filiū suū,  
quī cōsul erat, lēgātus missus est. Filius obuius patrī 10  
(*to meet his father*) prōcessit. Ante cōsulem prō (*accord-  
ing to*) mōre duodecim lictōrēs antecēdēbant. Senex, quī

succēdēbat, equō vehēbātur neque dēscendit. Jam ex lictōribus ūndecim ob senectūtem et genus nōbile Fabi tacitī praeterierant (*had passed by*). Ubi hanc rem cōsul vīdit, proximum lictōrem jussit clāmāre patrī, "Ex equō dēscende." Statim pater dēscendit et "Nōn ego, fili," inquit, "tuum imperium contempsī (*scorned*), sed cognōscere cupīvī num scīrēs (*whether you knew*) cōsulem tē esse."

## 871.

## Notes

1. What have you learned about the expression of *place to which* with names of towns? Review section 573.

2. **Rōmae** is to be connected with **amicissimam**. What use of the dative case is this?

3. Remember that a relative referring to something in the preceding sentence should be translated as a demonstrative.

4. **Rem** is a noun of the *fifth declension*. Study section 872 now.

5. **Utrum placet**, *whichever pleases (you)*.

6. **Gestūrōs esse**, (*they*) *would carry on*. **Gestūrōs esse** is a future active infinitive in an indirect statement; its subject is **sē** (and **Rōmānōs**). The future infinitive expresses time *after* that of the verb of *thinking* upon which it depends. Study section 873 now.

7. **Maximā**: superlative degree. Study section 874 now.

8. **Victōrem**, *victorious*. A noun in apposition may sometimes be best translated as an adjective.

## Grammar

**872. The Fifth Declension.** This declension consists of a few nouns ending in **-ēs** in the nominative singular and in **-eī** in the genitive singular. Two nouns, **diēs**, *day*, and **rēs**, *thing*, are very important; they are declined in both numbers, while other nouns of this declension are usually declined in the singular only. All nouns of this declension are feminine except **diēs**, which is commonly masculine.

Examine carefully the declension of **rēs** and **diēs**, as given in the Appendix, page 16, noting the points which will help you to remember them. Then learn them thoroughly.

The word *rēs* is preserved in *republic*, literally *a public matter*, "the Commonwealth." In business correspondence the ablative phrase (*in*) *re* is occasionally used, meaning "in the matter of." The accusative plural is seen in *in medias res*, "into the midst of things."

The phrase *sine die* contains the ablative singular, *diē*. It is used in connection with Congress to indicate that an adjournment is made "without a day," <sup>fine</sup> set for reassembling. *Bona fide*, "in good faith," <sup>of actual fact</sup> and *prima facie*, "at first view," <sup>vs. ja</sup> also contain nouns of the fifth declension in the ablative singular. *huma specie - a 1<sup>st</sup> visio*.

**873. The Future Active Infinitive.** The future active infinitive is formed by the use of the future active participle with *esse*. The future active participle is formed by changing the final *-us* of the perfect passive participle to *-ūrus*: as, *amātūrus* (from *amātus*). Learn the future active infinitives of the model verbs, and their meanings, as given in the Appendix, page 30.

**874. Irregular Comparison of Adjectives.** A number of adjectives are compared irregularly. You have met most of these words, in various degrees of comparison, as separate words in the Latin readings. Turn now to the Appendix, page 23, and learn the comparison of *bonus*, *malus*, *magnus*, *parvus*, and *multus*. Some of the forms are used in English without change; others have English derivatives. Note carefully the English words given under the Latin forms.

875.

Vocabulary

NEW WORD	RELATED WORD	MEANING
<i>genus, generis, n.</i>		kind, family
<i>nōbilis, -e</i>		highborn, noble
<i>rēs, rei, f.</i>		thing
<i>minus, adv.</i>	minus	less
<i>exercitus, exercitūs, m.</i>		army



NEW WORD	RELATED WORD	MEANING
<u>ratio</u> , <u>rationis</u> , <i>f.</i>	rational	<i>plan, reason</i>
<u>mūtō</u> , -āre, -āvi, -ātus		<i>change</i>
<u>aciēs</u> , <u>aciēi</u> , <i>f.</i>		<i>line of battle</i>
<u>equitātus</u> , <u>equitātūs</u> , <i>m.</i>		<i>cavalry</i>
<u>spēs</u> , <u>spei</u> , <i>f.</i>	<i>spērō</i> , <i>dēsperō</i>	<i>hope</i>
<u>rēs pūblica</u> , <u>rei pūblicae</u> , <i>f.</i>	republic	<i>state, public in-</i> <i>terests</i>
<u>antecēdō</u> , -ere, -cessi, -cessus		<i>precede</i>
<u>succēdō</u> , -ere, -cessi, -cessus		<i>approach, follow</i>
<u>tacitus</u> , -a, -um		<i>silent</i>
<u>diēs</u> , <u>diēi</u> , <i>m.</i>	<i>per diem</i>	<i>day</i>

## 876. Application of Latin to English

### 1. Explain the meaning of the italicized words:

- The laws of the Medes and Persians were *immutable*.
- He *insinuated* himself into my confidence.
- His conduct appeared utterly *irrational*.
- The earth makes a *diurnal* rotation about its axis and an annual revolution about the sun.
- Under the circumstances his *reticence* was remarkable.
- He regarded this loss as a serious *deprivation*.

2. The last principal part of *excutere*, *to shake*, appears in several derivatives. When an explosion occurs, people may



THE SINUOUS TRAIL OF A SNAKE

be injured by the *concussion*, that is, by being thoroughly (*con-*) shaken by the impact of air. When the head is shaken by a blow, *concussion* of the brain may result. Events in Europe are said to have *repercussions* in America when they cause disturbances here. A *discussion* is the shaking up of a topic from all angles (*dis-*) to get at the truth of the matter.

3. *Journal* is derived from *diēs*, *day*, and means, literally, *daily*. It is a doublet of *diurnal*. It has come to us through French and has changed its spelling and meaning greatly. It was originally applied to a daily newspaper, but is now often used to describe periodicals that are not issued daily. Note the repetition of ideas in "The Daily Journal" and the contradiction in "a monthly journal." In bookkeeping, *journal* retains its original force of a "daily" record.

### Drill and Review

877. Decline *lĕgātĭo Rōmāna*, *rēs similis*, *exercitus noster*.

878. Express in Latin:

1. Those things delighted them. 2. Now the days are shorter. 3. They will stay a part of the day. 4. The army made a journey of three days. 5. The enemies of the state are many. 6. They came into our territory with the hope of victory. 7. On that day we remained two hours in the city.

879. Proceed as in previous exercises:

*diacedo, b, ceast, ceasum, ere - pariter.*

1. *Brūtus suā manū Caesarem vulnerāvit*. 2. *Illō diē cum exercitū ex agrīs eōrum discessit*. 3. *Putant sē plūrimās injūriās accipere*. *Quā rē in eōs impetum facient*. 4. *Alpēs, quās Hannibal ascendit, altiōrēs montēs quam Pŷrēnaei sunt*. 5. *In forō vir clārissimus ōrātiōnem dē rē publicā habēbat*. *Numquam meliōrem ōrātiōnem audīvī*. 6. *Per sex diēs agmen eōrum minimō cum periculō iter fēcit*. 7. *Vīgintī diēbus Rōmam perveniēmus*. 8. *Quot hōrae in ūnō diē sunt? Quot diēs in ūnō annō sunt?* 9. *Elephantus caput majus quam equus habet*. 10. *Spēs hominēs nōn saepe relinquit*. 11. *Optimī cīvēs pācem, bellum pessimī tum postulābant*. 12. *Vestrum cōsiliū mihi melius vidētur*. 13. *Ego multōs librōs habēō*. *Tū plūrēs librōs habēs*. *Ille plūrimōs librōs habet*.

## CLOELIA, THE ROMAN HOSTAGE \*

A Roman girl named Cloelia, one of the hostages given by the Romans to Porsena, managed to escape her guards and swam back across the Tiber to her friends, accompanied by a number of other girls. But the Romans, recognizing that Cloelia and the other girls belonged to Porsena by the rights of the treaty, sent the girls back to the Etruscans. The king, admiring the exploit of Cloelia, gave her permission to go home.

Give all possible forms of *obsidēs*, *diēs*, *rēgēs*; *parte*, *diē*, *maximē*; *obsidum*, *domum*, *cīvium*, *adventum*, *subsidium*, *exercitum*.

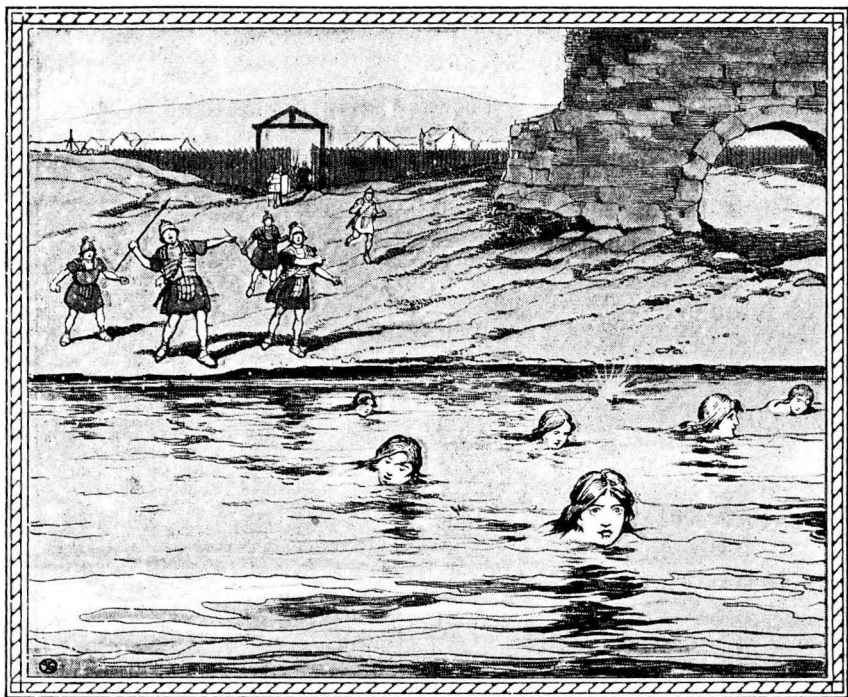
880. *Memoriā tenētis Mūcium Scaevolam, adulēscen-*  
*tem nōbilissimum et fortissimum, Porsenam ignōtum*  
*interficere audācissimē<sup>1</sup> solum<sup>2</sup> temptāvisse, sed scribam*  
*prō rēge ipsō interfectum esse.<sup>3</sup> Porsena primō juvenem*  
5 *ignibus circumdarī jussit; postea autem, ubi fortitudinem*  
*eius cōspexit (beheld), admīrātiōne (admiration) magis<sup>4</sup>*  
*quam irā inductus, vincula secārī juvenemque dīmitti*  
*jussit. Pācem cum Rōmānīs maximā celeritātē cōn-*  
*firmāvit, condiōnēs levīs imposuit, obsidēs (hostages)<sup>5</sup>*  
10 *accēpit, exercitum ab Jāniculō dēdūxit et ex agrīs*  
*Rōmānīs excessit; id quod Rōmānīs grātissimum erat.*

Inter *obsidēs*, quōs Porsena ex<sup>6</sup> *condiciōnibus foederis*  
*sēcum dūxerat, erant et puerī et virginēs, liberī cīvium*  
*nōbilissimōrum. Ut accidit, rēx castra nōn procul ā Tiberī*  
15 *flūmine posuerat.<sup>7</sup> At Cloelia virgō, ūna ex obsidibus ā*

\* The story of Cloelia is told in the following books:

HARDING. The City of the Seven Hills, pp. 42-43.

GUERBER. The Story of the Romans, pp. 77-78.



CLOELIA AND THE ROMAN GIRLS ESCAPE FROM THE ENEMY

Porsenā postulātis, ā cūstōdibus Etrūscīs sē ēripere (lit. *to snatch away*) potuit; celeriterque cum tōtā manū puellārum trāns Tiberim inter tēla hostium trānāvit. Hōc modō Cloelia ipsa et reliquae puellae incolumēs Rōmam pervenire potuērunt.

5

Quod<sup>8</sup> ubi nūntiātum est, rēx irā commōtus statim lēgātōs Rōmam mittere et reditum Cloeliae atque reliquārum obsidum postulāre cōstituit. Rōmānī autem, quī sē ex foedere puellās jūre<sup>9</sup> retinēre<sup>10</sup> posse<sup>10</sup> nōn putābant, adventum lēgātōrum rēgis nōn exspectāvērunt, sed omnīs 10 puellās in castra Porsenae remīsērunt.

Īra rēgis in admirātiōnem versa est. Cloeliam nōn

minus<sup>11</sup> audācem esse quam Mūcium<sup>12</sup> is exīstimāvit. Itaque in magnō honōre puellam habuit, et post paucōs diēs eam cum majōre parte obsidum domum remīsīt. Sic fidēs et ā Porsenā et ā Rōmānīs servāta est.

## 881.

## Notes

1. **Audācissimē**: superlative of an adverb. Study section 882 now.

2. **Sōlus** is declined in the singular like **ūnus**, and in the plural like **bonus**. Learn five other words having the same irregularity, in the Appendix, page 18.

3. **Interfectum esse**, *was killed*; a perfect passive infinitive. Study section 884 now.

4. **Magis**: comparative of an adverb. Study section 883 now.

5. In order to make certain that the terms of an agreement between nations or tribes would be carried out, it was the custom among the ancients to take or exchange hostages. These hostages were sometimes young persons, not infrequently the children of persons prominent in the community giving these pledges.

6. **Ex**, *in accordance with*.

7. **Castra pōnere** means *to pitch camp*.

8. **Quod**, *this*. When a relative pronoun refers to something in a preceding sentence, how is it to be translated? Here **quod** is the subject of **nūntiātum est**.

9. **Jūre**, *rightfully* (lit. *in accordance with right*).

10. What two uses of the infinitive do these words illustrate?

11. **Minus**, *less*; an adverb in the comparative degree, modifying **audācem**.

12. When **quam** occurs in comparisons, the second person or object compared agrees in case with the first.

## Grammar

**882. Regular Comparison of Adverbs.** The positive of an adverb is formed, as you have seen, by adding **-ē** to the base of an adjective of the first and second declensions and by adding **-iter** to the base of an adjective of the third declension: as, **certē** from **certus** and **fortiter** from **fortis**.

The comparative of the adverb is the same as the neuter comparative of the adjective and ends in *-ius*: as, *fortius*, *more bravely*.

The superlative of the adverb is formed by adding *-ē* to the base of the superlative adjective: as, *fortissimē*, *most bravely*, from *fortissimus*; *miserrimē*, *most wretchedly*, from *miserrimus*; *facillimē*, *most easily*, from *facillimus*.

Learn the comparison of the regular adverbs, in the Appendix, page 23.

**883. Irregular Comparison of Adverbs.** The adverbs corresponding to the irregular adjectives are also compared irregularly: as, *male*, *pejus*, *pessimē*. Learn the comparison of the irregular adverbs, in the Appendix, page 23.

**884. The Perfect Passive Infinitive.** The perfect passive infinitive is formed of *esse* and the perfect passive participle: as, *vocātus esse*, *to have been called*. The participle, being an adjective, agrees with the subject, which is usually in the accusative case.

Learn the perfect passive infinitive of the model verbs, in the Appendix, page 30.

The perfect infinitive occurs most commonly in indirect statements. It expresses time *before* that of the main verb. What time is expressed by the present infinitive?

## 885.

## Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>circumdō</u> , <u>circumdare</u> , <u>circumdedī</u> , <u>circumdatus</u>	<i>circum</i> + <i>dō</i>	<i>put around</i> , <i>surround</i>
<u>secō</u> , <u>secāre</u> , <u>secuī</u> , <u>sectus</u>	dissect	<i>cut</i>
<u>dīmīttō</u> , <u>dīmītere</u> , <u>dīmīsī</u> , <u>dīmīssus</u>	dismiss, <i>dis</i> + <i>mittō</i>	<i>send away</i>
<u>levis</u> , <i>-e</i>		<i>light</i>
<u>impōnō</u> , <i>-ere</i> , <i>-posuī</i> , <i>-positus</i>		<i>put on</i> , <i>impose</i>
<u>dēdūcō</u> , <i>-ere</i> , <i>-dūxī</i> , <i>-ductus</i>	deduce, <i>dē</i> + <i>dūcō</i>	<i>lead away</i>

NEW WORD	RELATED WORD	MEANING
<b>reditus</b> , -ūs, <i>m.</i>		<i>return</i>
<b>adventus</b> , -ūs, <i>m.</i>	advent	<i>arrival</i>
<b>fidēs</b> , fideī, <i>f.</i>	fidelity	<i>faith, trust</i>

## 886. Application of Latin to English

### 1. Explain the meaning of the italicized words:

- The argument seems *incontrovertible*.
- I *inadvertently* omitted to sign the letter.
- We *expostulated* with him upon his conduct.
- She is skillful in *natation*.
- This much is the *irreducible* minimum.
- From this fact several *deductions* may safely be drawn.
- The *vivisection* of animals was opposed by the society.
- He put every possible *obstruction* in the way.
- His aim was the *regeneration* of mankind.

2. Study the following derivatives of **pōnere**, *to place*, *put*, *lay*, *set*. They are formed from the stems **pōn-** and **posit-**. To



WHY IS HE CALLED A COMPOSITOR?

deposit money in the bank is to lay it away. When soil is deposited by a river it is laid down. The deposition of a king is the putting away, or removal, of the king from office; he is "laid off." The imposition of taxes is the laying on of taxes. An impostor is one who "puts on" a false name, hence one who pretends to be what he is not. Explain the meaning of composite, composition, decomposition, opposition, opponent, proponent, proposition, juxtaposition, interposition, exposition.

3. *Pōnere* is the basis of several technical terms in grammar and mathematics. An *appositive* is so called because it is a word placed next to the word it explains. A *preposition* is usually placed before the noun it governs. A *compound* sentence is made by putting together two or more independent clauses.

4. *Recipe* is the second person singular of the imperative of *recipere*, *to take*. It has come into English through its use in the prescriptions of physicians, which frequently begin with an abbreviation of *recipe*, *Rx*, meaning "Take this." It is now a noun, meaning commonly any formula for preparing food.

### Drill and Review

887. Proceed as in previous exercises :

1. Rōma quīndecim mīlia passuum ab ōre (ōs, *mouth*) Tiberis abest. 2. Rōmānī et Sabīnī ā mulieribus jussī pācem cōfirmāvērunt. 3. Per magnam partem orbis terrārum sōl multōs diēs vidērī nōn potest. 4. Adventus Caesaris sociīs spem auxit. 5. Rōma caput orbis terrārum multōs annōs fuit. 6. Explōrātōrēs dicēbant hostēs prope flūmen castra pōnere. 7. Multa genera arborum in silvīs vidērī possunt. 8. Quā dē causā gentēs Galliae contrā Rōmānōs bellum sūmpsērunt? 9. Audīmus Rōmānōs cōpiās ex illīs finibus dēdūcere. 10. Scīmus in ūnō diē esse vīgintī quattuor hōrās. 11. Tandem spē prīvātī sē interfēcērunt. 12. In librīs dē bellō Gallicō Caesar scribit omnium Gallōrum fortissimōs esse Belgās (*the Belgians*). 13. Çentum equitēs in cornū sinistrō legiōnem septimam antecēdēbant. 14. Postquam signum proelī datum est, hostēs multitūdine equitum nostrōs circumdare incipiēbant. 15. Vērī cīvēs salūtem pūblicam nōn neglegent. 16. Captīvī ad pedēs nostrī ducis sē prōjēcērunt; tum,



auctōritāte eius impulsī, cōnsilia hostium ēnūntiāvērunt.  
17. Octāvō diē omnēs rēs perfectae erunt et bellum cōnfectum erit. 18. Cloelia, dum trāns Tiberim trānat, tēlis hostium sē obicit (*exposes*). 19. Ex eō locō pīla in nōstrōs conicere incēpērunt. 20. Quī nihil prōficit dēficit. 21. Ōrātiō eius, quam audīvī, mihi (= mē) nōn satisfacit. 22. Crēdō lapidem ab lītore in illam nāvem facile adici posse. 23. Caesar sua cōnsilia prōnūntiārī jussit. 24. Ōrātor cīvibus rēs gestās (*deeds*) Hannibalis prōpōnēbat.

## LESSON 75 (Optional)

### THE STORY OF SERVIUS TULLIUS \*

**888.** In librīs scriptōrum antiquōrum legimus septem fuisse<sup>1</sup> rēgēs Rōmānōrum. Servius Tullius, rēx sextus, ex gente nōbili nātus est (*was born*); sed ipse multōs annōs in familiā<sup>2</sup> Tarquinī Priscī, rēgis quīntī, servus vīxit. Tanaquil enim, Tarquinī uxor, puerum propter aetātem 5 tenerem (*tender*) atque ingenium magnopere amābat. Itaque Servius cum liberīs rēgis lūdēbat, atque in lūdō cum illis ēducātus est.

Juvenis ab omnibus virtūte<sup>3</sup> et cōsiliō<sup>3</sup> ēgregius jūdicātus est. In proeliō, in quō rēx Tarquinius contrā 10 Sabīnōs contendēbat, Servius magnam partem mīlitum Rōmānōrum parum audācter<sup>4</sup> pugnāre forte intellegēbat. Tum sē virum maximae virtūtis esse ostendit. Nam sine morā ex manibus signiferī (*standard bearer*) signum rapuit et in<sup>5</sup> hostem mīsīt. Tum mīlitēs fortius<sup>6</sup> pugnantēs<sup>7</sup> 15 proelium commīsērunt, et nōn sōlum signum recēpērunt (*recovered*) sed etiam victōriam reportāvērunt.

Postquam Tarquinius ab inimicīs caesus est, Tanaquil mortem eius cēlāvit et populō nūntiāvit rēgem grave vulnus accēpisse<sup>8</sup> et jussisse<sup>8</sup> Servium interim regere. Sic 20 Servius Tullius in sēde rēgiā (*royal*) sedēns<sup>9</sup> rēgnāre coepit<sup>10</sup>, sed rēctē rem pūblicam administrāvit (*managed*). Multa

\* The story of Servius Tullius may be found in one of the following books:

HAAREN and POLAND. Famous Men of Rome, pp. 46-50.

TAPPAN. The Story of the Roman People, pp. 17-21.

GUERBER. The Story of the Romans, pp. 50-54.

erant opera eius rēgis. Dīcitur Sabīnōs vīcisse; trēs montēs, Quirīnālem, Vīminālem, Ēsquilīnum, urbī jūnxisse; mūrū<sup>11</sup> circiter (*about*) quīnque mīlia passuum fossamque circum Rōmam dūxisse; in monte Aventīnō templum  
5 Diānae aedificāvisse.

Servius Tullius filiam alteram<sup>12</sup> ferōcem, mītem alteram<sup>12</sup> habuit. Quod Tarquīnī filiōs esse simīlēs animō<sup>13</sup> vidēbat, ferōcem mītī, mītem ferōcī in mātrimōnium dedit; nam duo violenta ingenia (*natures*) mātrimōniō jungī nōn  
10 cupiēbat. Sed mītēs seu<sup>14</sup> forte seu<sup>14</sup> fraude periērunt; ferōcēs superfuērunt. Quōs mōrū<sup>15</sup> similitūdō conjūxit. Tum Tarquīnius scelerātus senātum convocāvit et sibi rēgnum paternum postulāvit. Postea Servius, quī ad cūriam properāverat, dē gradibus cūriae ab Tarquīniō  
15 magnā vī dējectus, in viā interfectus est. Tullia scelerāta, simul ac exitum vītae patris cognōvit, statim in forum merīdiē vēnit et praesēns rēgem salūtāvit. Dum carpentō domum vehitur, vehiculum per patris corpus adhūc in viā jacēns<sup>9</sup> agī jussit; unde vīcus ille Scelerātus dictus est.

## 889.

## Notes

1. Fuisse, the perfect infinitive of *sum*.
2. Familiā, *household*.
3. What use of the ablative?
4. Parum audācter, *rather sluggishly* (lit. *too little boldly*).
5. In, *into the midst of*.
6. Fortius, comparative of the adverb.
7. Pugnantēs, *fighting*; a present active participle modifying militēs.

8. Since accēpisse and jussisse express time before that of a past main verb, nūntiāvit, they will be translated as past perfects.

9. Sedēns, *who was sitting*, and jacēns, *which was lying*, are present active participles, declined like ingēns.

10. Only the perfect system of coepī is in use.

11. This was the famous Servian Wall.
12. *Alteram . . . alteram, one . . . the other.*
13. *Similēs animō, similar in disposition.*
14. *Seu . . . seu, either . . . or.*
15. *Mōrum, of character.*

### Grammar

**890. Summary of the Uses of the Accusative Case.** The uses of the accusative case that you have studied are as follows:

1. Direct object.
2. Object of certain prepositions.
3. Place to which with *ad* or *in*.
4. Subject of an infinitive.
5. Time how long and extent of space.

Find illustrations of all these uses in this lesson.

**891. Summary of the Uses of the Genitive Case.** The uses of the genitive case that you have studied are these:

1. Possessive.
2. Of the whole.
3. Descriptive.

Find illustrations of all these uses in this lesson.

**892.**

### Vocabulary

NEW WORD	RELATED WORD	MEANING
<u>legō</u> , legere, lēgī, lēctus	legible	<i>read, gather</i>
<u>vīvō</u> , vīvere, vixī, victus	revive, <i>vīvus</i>	<i>live</i>
<u>aetās</u> , -ātis, <i>f.</i>		<i>age</i>
<u>lūdō</u> , lūdere, lūsī, lusus	<i>lūdus</i>	<i>play</i>
<u>jūdicō</u> , jūdicāre, jūdicāvī, jūdicātus		<i>judge, consider</i>
<u>parūm</u> , <i>adv.</i>		<i>too little</i>
<u>intellegō</u> , intellegere, intellēxī, intellēctus	intellect	<i>understand, learn</i>
<u>ostendō</u> , ostendere, ostendī, ostentus	ostentation	<i>show</i>

NEW WORD	RELATED WORD	MEANING
regō, -ere, rēxī, rēctus	direct, rēx	rule, guide
coepī, coepisse, <i>defective</i>		began
opus, operis, <i>n.</i>		work
jungō, jungere, jūnxī, jūctus	junction	join
ferōx, ferōcis	ferocity	cruel
mītis, -e		gentle
violentus, -a, -um	violent	violent
fraus, fraudis, <i>f.</i>	fraud	trick, deception
pereō, perīrē, perīī, peritus		die, pass away
supersum, -esse, -fuī, -futūrus		be left, survive
similitūdō, -inis, <i>f.</i>	similis + tūdō	likeness
conjungō, conjungere, conjūnxī, conjūctus	conjunction, con + jungō	join together
paternus, -a, -um	pater	paternal
gradus, -ūs, <i>m.</i>	grade	step
vīs, vīs, <i>f.</i> (App., p. 16)		violence, force
dēiciō, dēicere, dējēcī, dējectus	dejection, dē + jaciō	throw down
exitus, -ūs, <i>m.</i>		exit, end
merīdiēs, -ēī, <i>m.</i>		midday, noon
praesēns, -entis		in person
carpentum, -ī, <i>n.</i>		carriage
vīcus, -ī, <i>m.</i>		street, village

### 893. Application of Latin to English

1. Explain the meaning of the italicized words:

- His drawings disclosed a certain *nascent* ability.
- While the offense was a serious one, there were several *mitigating* circumstances.
- His expectation of wealth proved a *delusion*.
- He was declared *ineligible* for the office.
- This regulation is now *inoperative*.

2. State with what Latin word the italicized word in each of the following phrases is connected by derivation :

a *natal* day, a *dirigible* airship, an *unmitigated* evil, a *fraudulent* enterprise, a *selected* group, *res adjudicata*.

3. *Vicus* meant originally a row of houses, and "to live in the vicinity" meant to live in the same row of houses and hence in the neighborhood.

### Drill and Review

894. Proceed as in previous exercises :

1. *Servī* in *agrōs* *compulsī* *frūmentum* *secant* (*cut*).  
2. Ex *illō* *proeliō* *paucī* *superfuērunt*. 3. *Interdum* in *proeliō* *mīlitēs* *equīs* (*on horseback*) *impōnēbantur*.  
4. *Omnium* *rērum* *inopiā* *adductī*, *septimō* *diē* *lēgātōs* *ad* *Caesarem* *dē* *pāce* *mīsērunt*. 5. *Dictātor* in *locō* *pūblicō* *prōnūntiat* *difficile* *esse* *rationem* *bellī* *mūtāre*. 6. *La-*  
*biēnus* *suōs* *intrā* *castra* *continēbat*; *hostēs* *sub* *mūrōs* *succēdēbant* *et* *ex* *omnibus* *partibus* *tēla* *coniciēbant*.  
7. *Postquam* *ea* *rēs* *ēnūntiāta* *est*, *spēs* *reī* *pūblicae* *aucta* *est*. 8. *Putāmus* *bellum* *celeriter* *cōfici* *posse*. 9. *Nauta* *perterritus* *sē* *ex* *nāve* *prōjēcit* *et* *ad* *lītus* *natāre* *coepit*.  
10. *Exspectābat* *filium*, *quem* *multīs* *ante* *diēbus* *prae-*  
*mīserat*. 11. *Nihil* *hīs* *rēbus* *prōfici* *potest*. 12. *Lūdite*, *puerī*, *dum* *est* *facultās*. 13. *Merīdiē* *gregēs* *sub* *arboribus* *quiētem* *petēbant*. 14. In *cornū* (*flank*) *sinistrō* *multitūdō* *Gallōrum* *impetum* *nostrōrum* *sustinēbat*. 15. *Omnēs* *nōbilēs* *hīs* *difficultātibus* *permovērī* *incipiunt*. 16. *Mul-*  
*tum* *verbīs* *vērīs* *prōficitur*. 17. *Centum* *virī* *vulnerātī* *ab* *cornū* *dextrō* *remissī* *erant*. 18. *Quot* *genera* *avium* *prope* *mare* *vivunt*!

## THE MAN WHO ALWAYS HATED ROME

No enemy was ever more hostile to the Romans than Hannibal, who led the Carthaginians in the Second Punic War. And no enemy was ever more feared by the Romans.

895. Hannibal Carthāginiēnsis summō odiō<sup>1</sup> in Rōmānōs erat. Ille puer<sup>2</sup> Carthāginī ad ārās ā patre adductus odium sempiternum (*everlasting*) contrā Rōmānōs jūrāvisse dīcitur. Hoc jūsjurandum (*oath*) primīs annīs patri  
5 datum ad finem vitae fidēliter servāvit.

Post mortem patris Hannibal adulēscēns audāciā atque ingeniō singulārī, quī eō tempore in Hispāniā maximā cum glōriā pugnābat et ab omnibus mīlitibus maximē probābātur, exercitū<sup>3</sup> Carthāginiēnsī praeesse ā suīs coāctus est.  
10 Namque cum eō duce mīlītēs plūrimum cōfīdēbant<sup>4</sup> et audēbant, quod Hannibal primus in proelium intrābat, ultimus (*last*) ex proeliō finītō excēdēbat, et in bellō plūrimum audāciae et cōsiliī semper ostendēbat. Similis patri erat vī et animō.

15 Sic Hannibal, adulēscēns quīnque et vīgintī annōrum, imperātor factus gentēs Hispāniae bellō vīcit. Deinde trēs exercitūs maximōs comparāvit, ex quibus ūnum in Āfricam mīsīt, secundum cum frātre in Hispāniā reliquit, tertium in Italiam sēcum dūcere cōstituit. Nōn solum mīlītēs  
20 conscripsit sed etiam satis magnam cōpiam equitum — antiquīs in proeliīs equitātus ex cornibus<sup>5</sup> pugnābat aut hostēs circumveniēbat — et elephantōrum, genus auxiliī novum, comparāvit.

Difficillimum intellegēbat esse iter in Italiam facere. Per Galliam et trāns Alpēs exercitum dūcī oportēbat.<sup>6</sup> Undique gentēs Galliae eī<sup>7</sup> nocēre temptāvērunt. Sed neque flūmina lātissima neque montēs altissimī cōnsilium eius impedire aut eum ab itinere prohibēre potuērunt; <sup>5</sup> virtūtī<sup>8</sup> enim militum et ingeniō suō cōfidēbat. Praetereā bellum cum Rōmānīs in finibus eōrum gerere odiō sempiternō vehementer studēbat.

Itaque, simul ac omnia parāta sunt et per tempus annī licuit,<sup>6</sup> Hispāniam reliquit et iter longissimum in Italiam <sup>10</sup> facere coepit.

## 896.

## Notes

1. *Summō odiō*, with great hatred. Study section 897 now.
2. An appositive with *ille*.
3. Dative with *praeesse*; translate, *to take charge of the army*. Study section 898 now.
4. *Plūrimum cōfidēbant*, were very confident.
5. The cavalry were stationed on the wings of the battle line, to be used in a sudden attack before the heavy-armed men went into action, or for pursuit of the enemy after the enemy had become demoralized in battle.
6. *Oportet* and *licet* are called impersonal verbs. Only forms of the third person are in use. An infinitive clause is often used as the subject of such verbs, as here. Translate, *the army had to be led*, or *it was necessary for the army to be led*. Sometimes the force of this verb is best expressed by *must* or *ought*: as, *Tē hoc facere oportet*, you must (ought to) do this.
7. Dative with *nocēre*, to harm. Study section 899 now.
8. Dative with *cōfidēbat*, he had confidence in the courage.

## Grammar

897. Twelfth Use of the Ablative. Description. The ablative, like the genitive, is used to describe something: as here, *Carthāginiēnsis summō odiō*, a Carthaginian with great hatred.



**898. Fourth Use of the Dative. With Compounds.** Many Latin verbs that are compounded with prepositions take a dative of the indirect object ; but the dative is translated as if it were the direct object : as here, *exercituī praeesse, to take charge of the army*. Learn the following statement :

Many verbs compounded with the prepositions *ad, ante, circum, con, in, inter, ob, post, prae, prō, sub, and super* take the dative of the indirect object.

**899. Fifth Use of the Dative. With Special Verbs.** Certain verbs that are transitive in English have an indirect object in Latin instead of a direct object ; but the dative is translated as if it were accusative. The following may be learned :

Certain verbs, as *cōnfidō*, trust, *crēdō*, believe, *dēsum*, fail, *faveō*, favor, *ignōscō*, pardon, *imperō*, command, *invidēō*, envy, *noceō*, harm, *parcō*, spare, *pāreō*, obey, *persuādēō*, persuade, *placeō*, please, *resistō*, resist, *serviō*, serve, and *studeō*, desire, take the dative of the indirect object instead of a direct object.

Translate :

1. Tibi crēdimus. 2. Verba eōrum nōbīs placent. 3. Illi militi nocēre nōn poterunt. 4. Exercituī imperāre cōnsulī licuit. 5. Cūr eī resistēbās? 6. Virīs vulnerātis parcite! 7. Finitimīs invidēre nōn dēbēmus. 8. Hostēs bellō studēbant. 9. Mihi persuādēre potuerātis.

## 900.

## Vocabulary

### NEW WORD

### MEANING

praesum, -esse, -fui,

-futūrus

cōnfidō, -ere, -fīsus sum

cornū, cornūs, *n.*

oportet, oportēre,

oportuit, —

noceō, -ēre, -uī, —

studeō, -ēre, -uī, —

licet, licēre, licuit, —

*be in charge of, be over*

*trust, confide*

*horn; wing (of an army)*

*it is necessary*

*injure, harm*

*desire, be eager for*

*it is permitted*

**901. Summary of the Uses of the Ablative.** The uses of the ablative case that you have studied are these:

- |                       |                  |
|-----------------------|------------------|
| 1. With prepositions. | 7. Manner.       |
| 2. Agent.             | 8. Cause.        |
| 3. Accompaniment.     | 9. Separation.   |
| 4. Place from which.  | 10. Time.        |
| 5. Means.             | 11. Respect.     |
| 6. Place where.       | 12. Description. |

See if you can find an illustration of each of these uses in section 895.

**902. Summary of the Uses of the Dative.** You should now be familiar with these uses of the dative:

- |                     |                           |
|---------------------|---------------------------|
| 1. Indirect object. | 4. With compounded verbs. |
| 2. With adjectives. | 5. With special verbs.    |
| 3. Reference.       |                           |

## REVIEW 15

### 903. Vocabulary Review

The following list contains the words of Lessons 71-76 that are for permanent retention:

- |                 |                 |                  |
|-----------------|-----------------|------------------|
| 507. aciēs      | 523. exitus     | 539. ostendō     |
| 508. adventus   | 524. fidēs      | 540. parum       |
| 509. aetās      | 525. genus      | 541. passus      |
| 510. antecēdō   | 526. impellō    | 542. praesēns    |
| 511. circumdō   | 527. impōnō     | 543. praesum     |
| 512. coepī      | 528. intellegō  | 544. putō        |
| 513. compellō   | 529. intermittō | 545. ratiō       |
| 514. cōfidō     | 530. legō       | 546. rēs         |
| 515. cornū      | 531. levis      | 547. rēs pūblica |
| 516. diēs       | 532. licet      | 548. scrībō      |
| 517. difficilis | 533. lūdō       | 549. similis     |
| 518. diligēns   | 534. manus      | 550. spēs        |
| 519. dīmittō    | 535. merīdiēs   | 551. studeō      |
| 520. domus      | 536. nōbilis    | 552. succēdō     |
| 521. equitātus  | 537. noceō      | 553. supersum    |
| 522. exercitus  | 538. oportet    | 554. vīs         |

## 904.

## Grammar Review

From the last six lessons you should have learned :

1. How adjectives are compared, both regularly and irregularly.
2. How adverbs are compared, both regularly and irregularly.
3. How the comparative of an adjective is declined.
4. How the perfect infinitive, active and passive, is formed.
5. How the future infinitive active is formed.
6. The use of reflexive pronouns in indirect statements.
7. The inflection of the fourth declension.
8. The inflection of the fifth declension.
9. How the locative case is used, and its endings.
10. A twelfth use of the ablative — to describe something.
11. A fourth and a fifth use of the dative case.

Decline the nouns and compare the adjectives in section 903. Give all the infinitives of *dīmittō*, *impōnō*, and *scribō*, and give the meaning of each form.

## 905.

## Sight Translation

## HANNIBAL IN ITALY

*Paucīs ante diēbus (A few days ago) vōbīs dē cōsiliō atque spē Hannibalis scriptum est. Nunc dē adventū in Italiam illius ducis nōbilis et dē rēbus ibi gestīs legere licēbit.*

*Poenus (The Carthaginian), cuius iter difficillimum per Alpēs nōn intermissum erat, tandem in Italiam pervēnit. Fāma ingenī victōriārumque eum antecesserat. Simul ac adventus eius ēnūntiātus est, Rōmānī contrā eum trēs exercitūs mīsērunt, quōs Hannibal brevī tempore vī impetuum vīcit et in fugam dedit. Eī quī superfuērunt Rōmam fūgērunt et Hannibalem virtūte ac fortūnā patrī similem esse rēnūntiāvērunt. Tum senātus Rōmānus rem publicam in periculō maximō esse et dictātōrem creārī oportēre putāvit.*

Contrā hostem missus Fabius dictātor impetum Hannibalis morā impedire coepit; namque priōrum (*former*) ducum rēbus adversis doctus, bellī ratiōnem mūtāre et aciem numquam instruere sed ante Hannibalem recedere et Italiam tantummodo (*merely*) dēfendere cōstituit. 5 Propter hoc genus bellī Cunctātor (*Delayer*) ā Rōmānīs appellātus est. Ubi levibus proeliis sē victōrem ostendit, milītēs virtūtī suae et fortūnae magis cōfīdēbant.

Ubi Fabius hīs ratiōnibus Hannibalem in angustiis circumdedit, ille sine ūllō exercitūs dētrīmentō (*loss*) hōc dolō 10 sē recipere potuit. Namque ārida sarmenta (*dry fagots*) in boum (*of cattle*) cornibus imposita nocte incendit (*set on fire*) et bovēs (*the cattle*) ad montēs, in quibus Rōmānī castra posuerant, agī iussit. Fabius, quī Hannibalem aetāte sed nōn cōsiliīs adulēscentem esse intellegēbat, 15 illum īnsidiās parāvisse putāvit. Itaque suōs in castrīs noctem tōtam continuit, et exitum facilem hostī ē manibus suīs dedit.

Civibus Rōmānīs tamen nōn grāta erat cunctātiō (*delay*) Fabī, eumque timidum et parum prūdentem esse 20 putābant. Invidia (*unpopularity*) Fabī ā Minuciō augēbātur, quī equitātūī praeerat et sibi imperiō maximō studēbat. Verbīs illius impulsus, populus Rōmānus dictātōrī magistrum equitum imperiō aequāvit (*made equal*), et Fabius lēge compulsus partem exercitūs ad Minucium 25 dīmīsit. Mox autem necesse erat Fabium ad Minucium auxilium mittere, quī proelium commiserat sed impetum Hannibalis sustinēre nōn potuerat. Tum Minucius, quī sē ab Hannibale victum et ā Fabiō servātum esse intellegēbat, castra cum Fabiō jūnxit et fidem illī prōmīsīt (*prom- 30 ised*). Fabius autem ratiōnem morae nōn intermīsīt.

## 906.

## Derivation

1. Give the Latin word (and its meaning) from which each of the following English words is derived: *diligent, impulsion, intermit, simile, cornucopia, illicit, similarity, repulsive, perfidious, image, compute, asylum, manicure, imaginary, impetuous, noble, sinus, successor, mutations, antecedent, commute, levity, deduction, confide, intelligent, opus, mitigate, operate, gradual, meridian, plus, ameliorate, plural, pessimist, intellectual, minority, minimize, legal, depose, munitions, innocent.*

2. Collect as many English derivatives as possible from *legō* and *putō*.

# APPENDIX

## THE PUPIL'S NOTEBOOK

The four parts suggested below for your notebook represent some of the more important topics connected with your study of Latin for which you will find material outside the Latin class. Add any other topics relating to the Roman people or to the Latin language in which your class as a whole may be interested or which you may wish to follow up by yourself and include in your notebook.

**Part I: References to Things Roman and Greek.** Part I may contain any information about the Romans that you discover in your reading. For instance, you may run across such a statement as this: "The unrest of the farmers has called many a Cincinnatus from the plow." Put such a sentence in your notebook. *Life* and the *Literary Digest* often contain cartoons based on Greek or Roman subjects appropriate for your notebook. Or you may see an advertisement in which a classical name is used: as, "Hercules Powder Co.," "Ajax Tires," "Phoenix Fire Insurance," "Atlas Cement." Make a collection of these advertisements. Or you may collect from illustrated magazines and newspaper supplements pictures of ancient Rome and the life of the Romans.

**Part II: Latin Words and Phrases occurring in English.** Illustrations of this type were given in chapter III of the Introduction, page xviii. Watch for these and similar Latin words, phrases, and abbreviations occurring in sentences in your English reading, especially in newspapers and periodicals.

**Part III: English Words retaining their Original Latin Form.** Examples of such words were given in chapter III of the Introduction, page xviii. See how many more words of this type you can find occurring in sentences.

**Part IV: English Words derived from Latin.** Part IV may be devoted to recording English derivatives. It may be arranged in various ways. One is suggested here:

ENGLISH WORD	LATIN WORD	MEANING OF LATIN WORD	MEANING OF ENGLISH WORD
virile	vir	man	manly, forceful

Space may be left under each word for copying, or pasting in, an English sentence which you may find illustrating the use of the word.

## PRONUNCIATION

**The Sounds of the Vowels.** The Latin vowels are pronounced as follows:

ā as in *father*

ē as in *they*

ī as in *police*

ō as in *note*

ū as in *rude*

a as in *aha*

e as in *met*

i as in *pin*

o as in *for*

u as in *full*

After q, and sometimes after g and s, u has the sound of w.

**The Sounds of the Diphthongs.** There are three common Latin diphthongs, pronounced as follows:

ae as ai in *aisle*

au as ow in *owl*

oe as oi in *oil*

**The Sounds of the Consonants.** Most Latin consonants are pronounced as in English, but

c is always pronounced as in *cat*.

g is always pronounced as in *get*.

j is always pronounced as y in *yet*.

s is always pronounced as in *son*.

t is always pronounced as in *top*.  
 v is always pronounced as *w* in *wall*.  
 x is always pronounced as *x* in *extra*.  
 b before s or t has the sound of *p*.  
 ng has the sound of *ng* in *anger*.  
 nqu has the sound of *nqu* in *relinquish*.  
 ch has the sound of *k*.  
 ph has the sound of *f*.  
 th has the sound of *t*.

**The Quantity of Vowels.** The long vowels of this book are marked with a macron (ˉ); other vowels are short. In general, the quantity of Latin vowels must be memorized. But a vowel is short before another vowel or *h* and before final *m*, *t*, and *nt*.

**Syllables.** A Latin word has as many syllables as it has vowels and diphthongs: *ō-ce'-a-nus*, *proe'-li-um*.

When a word is divided into syllables, a single consonant between two vowels is joined with the vowel following it: *lā-ti-tū'-dō*, *fī'-li-a*, *i-ti'-ne-ra*.

Doubled consonants are divided: *ter'-ra*, *an'-nus*.

When there are two or more consonants between two vowels, the division is made before the last consonant: *om'-ni-bus*, *vīnc'-tī*. But a consonant followed by *l* or *r* is pronounced with the *l* or *r*: *pū'-bli-cus*.

The syllable next to the last is called the *penult* (from *paene*, *almost*, and *ultima*, *last*); the one before the penult is called the *antepenult*.

**The Quantity of Syllables.** Syllables are said to be long or short according to the length of time required to pronounce them. Distinguish carefully between a long *vowel* and a long *syllable*.

A syllable containing a long vowel or diphthong naturally takes a longer time to pronounce than one containing a short vowel, and is said to be *long by nature*: *pic-tū'-ra*, *prae'-mi-um*.



A syllable containing a short vowel followed by a consonant *in the same syllable* takes longer to pronounce than one containing a short vowel with no consonant after it in the same syllable, and is said to be *long by position*. Thus a syllable is long by position when it contains a short vowel followed by two or more consonants (or *x*), unless these two consonants consist of a mute (*p, b, t, d, c, g*) and a liquid (*l, r*): *dē-trī-men'-tum*.

*H* was lightly sounded and did not help to make a syllable long by position.

**Accent.** Words of two syllables are accented on the first syllable: *pa'-ter*.

Words of more than two syllables are accented on the penult when it is long, otherwise on the antepenult: *dē-mōns-trā'-re, ce-le'-ri-tās*.

## VOCABULARY REVIEWS

On the following pages are gathered the words of this book that are for permanent retention.

These vocabulary reviews include all the words prescribed for the first year by the 1928 Syllabus of New York State; some of the words similarly prescribed for the second year; and half of the words recommended by the College Entrance Examination Board for the first two years. Words not in the New York Syllabus for either the first or the second year are starred.

## List 1, Lessons 1-5

1. amō	13. insula	25. parvus
2. barbarus	14. lātus	26. portō
3. bene	15. laudō	27. prōvincia
4. cūr	16. lingua	28. puella
5. cūrō	17. longus	29. quis
6. doceō	18. magnus	30. quod
7. est (sum)	19. mēnsa	31. quoque
8. et	20. nam	32. sed
9. fāma	21. -ne	33. spectō
10. filia	22. nōn	34. terra
11. habēō	23. novus	35. ubi
12. in	24. nunc	36. videō

## List 2, Lessons 6-10

37. amīcus	50. et . . . et	63. septem
38. annus	51. fēmina	64. servus
39. appropinquō	52. filius	65. sex
40. aqua	53. is	66. toga
41. bonus	54. labōrō	67. trēs
42. campus	55. multus	68. tū
43. clāmō	56. novem	69. tum
44. decem	57. octō	70. ūnus
45. dēmōnstrō	58. pecūnia	71. via
46. dominus	59. puer	72. villa
47. duo	60. quattuor	73. vir
48. ego	61. quīnque	74. vocō
49. equus	62. respondeō	

## List 3, Lessons 11-15

75. ad	87. locus	99. quam
76. agricola	88. magister	100. quō
77. ante	89. miser	101. saepe
78. arma	90. neque	102. tardus
79. bellum	91. neque . . . neque	103. terreō *
80. circum	92. noster	104. timeō
81. dēbeō	93. per	105. tuus
82. gladius	94. perīculum	106. valeō
83. hōra	95. probō *	107. vehementer
84. itaque	96. proelium	108. vesper
85. jam	97. prope	109. vester
86. liber (n.)	98. pugnō	

These vocabulary reviews include all the words prescribed for the first year by the 1928 Syllabus of New York State; some of the words similarly prescribed for the second year; and half of the words recommended by the College Entrance Examination Board for the first two years. Words not in the New York Syllabus for either the first or the second year are starred.

### List 1, Lessons 1-5

- |                      |                             |                 |
|----------------------|-----------------------------|-----------------|
| 1. love              | 13. island                  | 25. small       |
| 2. foreign, rude     | 14. wide                    | 26. carry       |
| 3. well              | 15. praise                  | 27. province    |
| 4. why               | 16. tongue, language        | 28. girl        |
| 5. care for, provide | 17. long                    | 29. who         |
| 6. teach, inform     | 18. great                   | 30. because     |
| 7. is (be)           | 19. table                   | 31. also, too   |
| 8. and               | 20. for                     | 32. but         |
| 9. reputation, rumor | 21. <i>sign of question</i> | 33. look at     |
| 10. daughter         | 22. not                     | 34. earth, land |
| 11. have, hold       | 23. new                     | 35. where, when |
| 12. in, into         | 24. now                     | 36. see         |

### List 2, Lessons 6-10

- |                      |                    |               |
|----------------------|--------------------|---------------|
| 37. friendly, friend | 50. both . . . and | 63. seven     |
| 38. year             | 51. woman          | 64. slave     |
| 39. approach         | 52. son            | 65. six       |
| 40. water            | 53. he, she, it    | 66. toga      |
| 41. good             | 54. toil, suffer   | 67. three     |
| 42. plain, field     | 55. much; many     | 68. you       |
| 43. shout, cry       | 56. nine           | 69. then      |
| 44. ten              | 57. eight          | 70. one       |
| 45. point out, show  | 58. money          | 71. way, road |
| 46. master           | 59. boy            | 72. farmhouse |
| 47. two              | 60. four           | 73. man       |
| 48. I                | 61. five           | 74. call      |
| 49. horse            | 62. answer         |               |

### List 3, Lessons 11-15

- |                       |                       |                      |
|-----------------------|-----------------------|----------------------|
| 75. to, toward, near  | 87. place             | 99. how, as, than    |
| 76. farmer            | 88. master, teacher   | 100. whither         |
| 77. before            | 89. wretched          | 101. often           |
| 78. arms              | 90. and not           | 102. slow            |
| 79. war               | 91. neither . . . nor | 103. frighten *      |
| 80. around            | 92. our, ours         | 104. fear, be afraid |
| 81. owe, ought        | 93. through           | 105. your, yours     |
| 82. sword             | 94. trial, danger     | 106. be strong       |
| 83. hour              | 95. prove, approve *  | 107. strongly        |
| 84. and so, therefore | 96. battle            | 108. evening         |
| 85. now, already      | 97. near, near by     | 109. your, yours     |
| 86. book              | 98. fight             |                      |

## List 4, Lessons 16-20

110. adsum	122. ita	134. nāvigō
111. altus	123. litera	135. nūntiō
112. amplus		136. nūntius
113. cōpia	124. lūna	137. parō
	125. magnopere	138. patria
114. deus	126. malus	139. paucī
115. dō	127. maneō	140. poēta
116. fortūna	128. maritimus	141. pūblicus
117. grātus *	129. meus	142. silva
118. hīc ( <i>adv.</i> )	130. moneō	143. trāns
119. ibi	131. moveō	144. ventus
120. imperium	132. mūrus	145. vīta
121. inter	133. nauta	

## List 5, Lessons 21-25

146. ā, ab	155. memoria	164. spatium
147. appellō	156. mora	165. subitō
148. cum	157. nōndum	166. teneō
149. dexter	158. nōnus	167. tertius
150. dum	159. numerus	168. timidus
151. dūrus *	160. sī	169. ultrā
152. ē, ex	161. signum	170. verbum
153. exspectō	162. sine	
154. medius	163. sinister	

## List 6, Lessons 26-30

171. ager	183. glōria *	195. pugna
172. augeō	184. interim	196. rīpa
173. aut	185. liberō	197. servō
174. beneficium	186. nōtus	198. socius
175. cēterī	187. occupō	199. sōlus
176. contrā	188. oculus	200. soror
177. dē	189. oppidum	201. statim
	190. populus	
178. dēleō *	191. posteā	202. superō
179. diū	192. praeda	203. tamen
180. dubitō	193. prō	204. vicīnus
181. etiam		205. victōria
182. forte *	194. propter	206. vulnerō

## List 7, Lessons 31-35

207. absūm	210. aut . . . aut	213. captivus
208. animus	211. autem	214. castra
209. apud	212. auxilium	215. cōsiliūm

## List 4, Lessons 16-20

110. be near, be present	122. thus, so	134. sail
111. high, deep	123. letter ( <i>of the alpha-bet</i> ) ; <i>plur.</i> a letter	135. announce
112. large, splendid	124. moon	136. messenger
113. supply, abundance ; <i>plur.</i> forces	125. greatly	137. get ready, prepare
114. god	126. bad	138. country, native land
115. give	127. stay, remain	139. a few, few
116. fortune, lot	128. of the sea, maritime	140. poet
117. pleasing, grateful *	129. my, mine	141. public
118. here	130. warn	142. forest
119. there	131. move	143. across
120. command, power	132. wall	144. wind
121. between, among	133. sailor	145. life

## List 5, Lessons 21-25

146. from, away from, by	155. memory	164. space
147. name, call	156. delay	165. suddenly
148. with	157. not yet	166. hold
149. right	158. ninth	167. third
150. while	159. number	168. fearful, cowardly
151. hard, harsh *	160. if	169. beyond
152. out of	161. signal, standard	170. word
153. wait for	162. without	
154. middle	163. left	

## List 6, Lessons 26-30

171. field, country	183. glory, renown *	195. fight, battle
172. increase	184. meanwhile	196. bank, shore
173. or	185. set free	197. keep, save
174. kindness, good deed	186. known, well known	198. ally
175. the others, the rest	187. seize	199. alone, only
176. against	188. eye	200. sister
177. down from, concern- ing	189. town	201. at once, immedi- ately
178. destroy *	190. people, nation	202. overcome, surpass
179. a long time	191. afterwards	203. yet, however
180. hesitate, doubt	192. prey, booty	204. neighboring
181. also, even	193. in front of, in behalf of	205. victory
182. by chance *	194. on account of	206. wound

## List 7, Lessons 31-35

207. be away, be absent	210. either . . . or	213. captive, prisoner
208. spirit, mind	211. moreover, but	214. camp
209. near, among	212. aid, assistance	215. plan, counsel

List 7, Lessons 31-35 (*Continued*)

216. cūra *	224. initium	231. ōrō
217. decimus	225. inopia	232. porta
218. factum	226. insidiae	233. post
219. familia	227. intrā	234. -que
220. frūstrā	228. negō *	235. senātus
221. fuga	229. obsideō	236. temptō
222. ignōrō	230. obtineō	237. unde
223. ignōtus		

## List 8, Lessons 36-40

238. aegrē	245. enim	252. perītus
239. antea	246. inde	253. perterreō *
240. bis	247. jubeō	254. possideō
241. commūnicō	248. liber ( <i>adj.</i> )	255. postquam
242. comparō	249. maleficium	256. propinquus
243. crēber	250. nē . . . quidem	257. vērō
244. ēgregius	251. occultus	

## List 9, Lessons 41-45

258. aequus	268. inimīcus	277. prōnūntiō
259. amplius	269. integer	278. quantus
260. atque (ac)	270. ipse	279. rēgnum
261. certus	271. is ( <i>dem.</i> )	
262. facile	272. magis	280. reliquus
263. frūmentum	273. modus	281. secundus
264. hic ( <i>dem.</i> )	274. permoveō	282. suī
265. idem		
266. idōneus	275. poena	283. umquam *
267. ille	276. praesidium	284. vītō

## List 10, Lessons 46-50

285. amīcitia	300. hostis	315. praemium
286. audeō	301. inīquus	316. prīmus
287. caput	302. libertās	317. prīnceps
288. cīvis	303. māter	318. removeō
289. condiciō	304. mīles	
290. cōnfirmō	305. nātūra	319. renūntiō
291. cōnsul	306. negōtium	320. rēx
292. corpus	307. nōmen	321. sōl
293. difficultās	308. occultō	322. sub
294. dignitās	309. officium	323. suus
295. dux	310. ōrātiō	324. urbs
296. ēnūntiō	311. pater	325. vērū
297. exīstimō	312. pāx	326. virtūs
298. facultās	313. pertineō	327. vulnus
299. homō	314. potestās	

List 7, Lessons 31-35 (*Continued*)

216. care, anxiety *	224. beginning	231. pray, plead, ask
217. tenth	225. want, need	232. gate
218. deed	226. ambush, treachery	233. after, behind
219. household	227. inside, within	234. and
220. in vain	228. deny, refuse *	235. senate
221. flight	229. besiege	236. try, attempt
222. be ignorant	230. hold fast, obtain	237. whence
223. unknown		

## List 8, Lessons 36-40

238. with difficulty	245. for	252. skilled
239. before, previously	246. thence	253. frighten thoroughly
240. twice	247. order, command	254. possess, acquire
241. share, communicate	248. free	255. after
242. make ready, prepare	249. evil deed	256. near-by, kinsman
243. thick, close	250. not even	257. truly; yes
244. distinguished	251. hidden, secret	

## List 9, Lessons 41-45

258. equal, level	268. unfriendly	277. declare
259. more, further	269. whole	278. how great
260. and also, and	270. self, very	279. kingdom, royal power
261. certain, sure	271. this, that	280. remaining, rest of
262. easily	272. more	281. second, favorable
263. grain	273. manner, way	282. himself, herself, itself, themselves
264. this	274. move strongly, excite	283. ever *
265. the same	275. punishment	284. avoid
266. suitable	276. garrison, protection	
267. that		

## List 10, Lessons 46-50

285. friendship	300. enemy	315. reward
286. dare	301. uneven, unfair	316. first
287. head	302. freedom	317. leading man, chief
288. citizen	303. mother	318. move back, withdraw
289. terms, condition	304. soldier	319. announce, proclaim
290. strengthen, assert	305. nature, character	320. king
291. consul	306. business, work, task	321. sun
292. body	307. name	322. under, close to
293. difficulty	308. secretly	323. his, her, its, their own
294. worth, rank	309. duty	324. city
295. leader	310. speech	325. true
296. disclose, announce	311. father	326. manliness, bravery
297. think, believe	312. peace	327. wound
298. ability, chance	313. extend, belong to	
299. man	314. power	

## List 11, Lessons 51-55

328. aestās	344. exstruō	360. pōns
329. agō	345. finis	361. premō
330. altitūdō	346. flūmen	362. prōdūcō
331. audiō	347. frāter	
332. bīduum	348. gerō	363. redigō
333. cēdō	349. hiems	364. relinquo
334. civitās	350. jam pridem	365. resistō
335. claudō	351. lātītūdō	366. sagitta
336. commoveō	352. magnitūdō	367. satis
337. cōrsuētūdō	353. mittō	368. sustineō
338. contineō	354. mors	369. tempus
339. dēfendō	355. necessārius	370. timor
340. dēsistō	356. ōrdō	371. trahō
341. dicō	357. pars	372. trīduum
342. dūcō	358. petō	373. veniō
343. excēdō	359. pōnō	

## List 12, Lessons 56-60

374. abdō	388. incipiō	401. pēs
375. accipiō	389. indūcō	402. prōpōnō
376. addūcō	390. interficiō	403. quaerō
377. capiō	391. jaciō	404. quidem
378. causa	392. mare	405. rapiō *
379. cupiditās	393. mēns	406. tantus
380. cupiō	394. multitūdō	407. tōtus
381. dēns	395. namque *	408. trādō
382. discēdō	396. nāvis	409. tuba
383. excipiō	397. ob	410. vertō
384. faciō	398. perdūcō	411. victor
385. fugiō		412. vincō
386. imperātor *	399. permaneō	413. vīvus *
	400. perspicō	
387. imperātum		

## List 13, Lessons 61-65

414. ācer	424. crēdō *	435. hinc *
415. āmittō	425. dēpōnō	436. hūc
416. brevis	426. dēsum	437. injūria
417. celeritās	427. digitus	438. instruō
418. cognōscō	428. eō ( <i>adv.</i> )	439. mēnsis
419. commūnis	429. eōdem	440. omnis
420. cōnscribō	430. expōnō	441. pār
421. cōnsistō	431. finiō	442. pendō
422. contendō	432. fīnitimus	443. permittō
423. conveniō	433. fortis	444. perveniō
	434. gravis	445. prohibeō



## List 11, Lessons 51-55

328. summer	344. construct	360. bridge
329. drive, do, plead	345. end; <i>plur.</i> territory	361. press
330. height	346. river	362. lead out, lead for-
331. hear	347. brother	ward
332. space of two days	348. carry on	363. reduce, drive back
333. move, yield, go away	349. winter	364. leave behind
334. state	350. long ago	365. resist
335. close, shut	351. breadth, width	366. arrow
336. move, alarm	352. greatness, size	367. enough
337. custom	353. send	368. endure, uphold
338. hold together, bound	354. death	369. time
339. defend	355. necessary	370. fear
340. cease, desist	356. order, rank	371. drag, draw
341. say, speak	357. part	372. space of three days
342. lead	358. seek, ask	373. come
343. go out, withdraw	359. put, place	

## List 12, Lessons 56-60

374. put away, hide	388. begin	401. foot
375. receive, accept	389. lead on, influence	402. set forth, propose
376. lead to, influence	390. kill	403. seek, ask
377. take, seize	391. hurl, throw	404. to be sure, certainly
378. cause, reason	392. sea	405. seize *
379. desire, longing	393. mind	406. so great
380. desire, wish	394. large number, crowd	407. whole
381. tooth	395. for *	408. hand over, surrender
382. go away	396. ship	409. trumpet
383. take out, succeed to	397. against, on account of	410. turn
384. do, make	398. lead through, con-	411. victor
385. flee	struct	412. conquer
386. commander, general, emperor *	399. stay through	413. alive *
387. command	400. see through, under-	
	stand	

## List 13, Lessons 61-65

414. sharp, keen, eager	424. believe *	435. from here, hence *
415. lose	425. put down, put aside	436. hither
416. short, brief	426. be lacking	437. wrong, injury
417. swiftness, speed	427. finger, toe	438. draw up
418. learn; <i>perf.</i> know	428. thither, to that place	439. month
419. common, general	429. to the same place	440. all
420. enlist, enroll	430. put forth, set forth	441. equal
421. stand still, stop	431. end, limit, bound	442. hang, suspend, pay
422. struggle, hasten	432. neighboring	443. allow
423. come together, as-	433. brave	444. comethrough, arrive
semble	434. heavy, serious	445. prevent, keep away

List 13, Lessons 61-65 (*Continued*)

446. recuperō	449. sentiō	452. tribuō
447. reddō	450. solvō	453. uxor *
448. rēgina	451. sūmō	454. vacuus

## List 14, Lessons 66-70

455. adiciō	471. fidēlis	489. praeficiō
456. alacer	472. humilis	490. praemittō
457. arbor	473. inveniō	491. prōficiō
458. auctōritās	474. iter	492. prōiciō
459. celer	475. jūs	493. prūdēns
460. centum	476. laus	494. quārtus
461. circumveniō	477. lēx	495. quī
462. cōgō	478. lūx	496. quīntus
	479. mille	497. recēns
463. committō	480. mōns	498. remittō
464. cōnficiō	481. mūniō	499. satisfaciō
	482. nox	500. sciō
465. coniciō	483. obiciō	501. septimus
466. cōnsentiō	484. octāvus	502. sextus
467. cupidus	485. pellō	503. singulāris
468. dēficiō	486. perficiō	504. submittō
469. dēligō	487. possum	505. viginti
470. facilis	488. potēns	506. vōx

## List 15, Lessons 71-76

507. aciēs	523. exitus	540. parum
508. adventus	524. fidēs	541. passus
509. aetās	525. genus	542. praesēns
510. antecēdō	526. impellō	543. praesum
511. circumdō	527. impōnō	544. putō
512. coepī	528. intellegō	545. ratiō
513. compellō	529. intermittō	546. rēs
	530. legō	547. rēs pūblica
514. cōnfidō	531. levis	548. scribō
515. cornū	532. licet	549. similis
516. diēs	533. lūdō	550. spēs
517. difficilis	534. manus	551. studeō
518. diligēns	535. merīdiēs	552. succēdō
519. dīmīttō	536. nōbilis	553. supersum
520. domus	537. noceō	554. vīs
521. equitātus	538. oportet	
522. exercitus	539. ostendō	

## List 13, Lessons 61-65 (Continued)

446. regain, get back	449. feel, think, judge	452. give, grant, bestow
447. give back, return	450. loosen, unfasten	453. wife *
448. queen	451. take	454. empty

## List 14, Lessons 66-70

455. throw, hurl	471. faithful	489. put in command
456. eager, alert	472. low, humble	490. send ahead
457. tree	473. find, come upon	491. accomplish
458. authority, influence	474. road, march	492. throw forward
459. swift, quick	475. right, law	493. wise
460. hundred	476. praise	494. fourth
461. surround	477. law	495. who
462. drive together, compel, force	478. light	496. fifth
463. intrust, commit	479. thousand	497. recent, new
464. accomplish, complete	480. mountain	498. send back, let go
465. throw, hurl	481. build, fortify	499. satisfy
466. agree	482. night	500. know
467. desirous, greedy	483. throw against	501. seventh
468. fail	484. eighth	502. sixth
469. choose	485. drive	503. singular, remarkable
470. easy	486. complete	504. dispatch
	487. be able, can	505. twenty
	488. powerful	506. voice

## List 15, Lessons 71-76

507. edge, line of battle	523. exit, end	540. too little
508. arrival	524. faith, trust, pledge	541. step, pace
509. age	525. kind, sort, family	542. present, in person
510. go before	526. drive on, impel	543. be in charge of
511. surround	527. place on, put on	544. think
512. began	528. know	545. plan, method, reason
513. drive together, compel, force	529. cease, interrupt	546. thing
514. trust	530. pick, choose, read	547. state, commonwealth
515. horn; wing	531. light	548. write
516. day	532. it is permitted	549. like, similar
517. difficult, hard	533. play	550. hope
518. diligent	534. hand, band	551. desire, be eager for
519. dismiss, send away	535. midday	552. approach, come next
520. home, house	536. noble	553. be left, survive
521. cavalry	537. harm, injure	554. violence, force
522. army	538. it is necessary	
	539. show	

## SUMMARY OF INFLECTIONS

## NOUNS

## FIRST DECLENSION

<i>Singular</i>	<i>Plural</i>
<i>Nom.</i> porta, <i>f.</i>	portae
<i>Gen.</i> portae	portārum
<i>Dat.</i> portae	portīs
<i>Acc.</i> portam	portās
<i>Abl.</i> portā	portīs

## SECOND DECLENSION

*Singular*

<i>Nom.</i> servus, <i>m.</i>	ager, <i>m.</i>	puer, <i>m.</i>	vir, <i>m.</i>	bellum, <i>n.</i>
<i>Gen.</i> servī	agrī	puerī	virī	belli
<i>Dat.</i> servō	agrō	puerō	virō	bellō
<i>Acc.</i> servum	agrūm	puerum	virum	bellum
<i>Abl.</i> servō	agrō	puerō	virō	bellō

*Plural*

<i>Nom.</i> servī	agrī	puerī	virī	bella
<i>Gen.</i> servōrum	agrōrum	puerōrum	virōrum	bellōrum
<i>Dat.</i> servīs	agrīs	puerīs	virīs	bellīs
<i>Acc.</i> servōs	agrōs	puerōs	virōs	bella
<i>Abl.</i> servīs	agrīs	puerīs	virīs	bellīs

*Singular**Plural**Singular**Plural*

<i>Nom.</i> filius, <i>m.</i>	filiī	proelium, <i>n.</i>	proelia
<i>Gen.</i> filiī	filiōrum	proeli	proeliōrum
<i>Dat.</i> filiō	filiīs	proeliō	proeliīs
<i>Acc.</i> filium	filiōs	proelium	proelia
<i>Abl.</i> filiō	filiīs	proeliō	proeliīs

## THIRD DECLENSION

*Singular*

<i>Nom.</i> miles, <i>m.</i>	cōsul, <i>m.</i>	caput, <i>n.</i>	cīvitās, <i>f.</i>
<i>Gen.</i> militis	cōsulis	capitis	cīvitātis
<i>Dat.</i> militi	cōsuli	capiti	cīvitāti
<i>Acc.</i> militem	cōsulem	caput	cīvitātem
<i>Abl.</i> milite	cōsule	capite	cīvitāte

*Plural*

<i>Nom.</i> milites	cōsulēs	capita	cīvitātēs
<i>Gen.</i> militum	cōsulum	capitum	cīvitātum
<i>Dat.</i> militibus	cōsulibus	capitibus	cīvitātibus
<i>Acc.</i> milites	cōsulēs	capita	cīvitātēs
<i>Abl.</i> militibus	cōsulibus	capitibus	cīvitātibus

## I-STEMS

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>	<i>Plural*</i>
<i>Nom.</i> cīvis, <i>m.</i>	cīvēs	īnsigne, <i>n.</i>	īnsignia	vīrēs, <i>f.</i>
<i>Gen.</i> cīvis	cīvium	īnsignis	īnsignium	vīrium
<i>Dat.</i> cīvī	cīvibus	īnsignī	īnsignibus	vīribus
<i>Acc.</i> cīvem	cīvēs (-is)	īnsigne	īnsignia	vīrēs (-is)
<i>Abl.</i> cīve	cīvibus	īnsignī	īnsignibus	vīribus

## FOURTH DECLENSION

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
<i>Nom.</i> manus, <i>f.</i>	manūs	cornū, <i>n.</i>	cornua
<i>Gen.</i> manūs	manuum	cornūs	cornuum
<i>Dat.</i> manuī	manibus	cornū	cornibus
<i>Acc.</i> manum	manūs	cornū	cornua
<i>Abl.</i> manū	manibus	cornū	cornibus

## FIFTH DECLENSION

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
<i>Nom.</i> diēs, <i>m.</i>	diēs	rēs, <i>f.</i>	rēs
<i>Gen.</i> diēī	diērum	reī	rērum
<i>Dat.</i> diēī	diēbus	reī	rēbus
<i>Acc.</i> diem	diēs	rem	rēs
<i>Abl.</i> diē	diēbus	rē	rēbus

\* The acc. sing. vim and the abl. sing. vī occur occasionally.

## ADJECTIVES

## FIRST AND SECOND DECLENSIONS

*Singular*

<i>Nom.</i> bonus, <i>m.</i>	bona, <i>f.</i>	bonum, <i>n.</i>
<i>Gen.</i> bonī	bonae	bonī
<i>Dat.</i> bonō	bonae	bonō
<i>Acc.</i> bonum	bonam	bonum
<i>Abl.</i> bonō	bonā	bonō

*Plural*

<i>Nom.</i> bonī	bonae	bona
<i>Gen.</i> bonōrum	bonārum	bonōrum
<i>Dat.</i> bonīs	bonīs	bonīs
<i>Acc.</i> bonōs	bonās	bona
<i>Abl.</i> bonīs	bonīs	bonīs

## ADJECTIVES IN -er THAT RETAIN THE -e

*Singular*

<i>Nom.</i> miser, <i>m.</i>	misera, <i>f.</i>	miserum, <i>n.</i>
<i>Gen.</i> miserī	miserae	miserī
<i>Dat.</i> miserō	miserae	miserō
<i>Acc.</i> miserum	miseram	miserum
<i>Abl.</i> miserō	miserā	miserō

*Plural*

<i>Nom.</i> miserī	miserae	misera
<i>Gen.</i> miserōrum	miserārum	miserōrum
<i>Dat.</i> miserīs	miserīs	miserīs
<i>Acc.</i> miserōs	miserās	misera
<i>Abl.</i> miserīs	miserīs	miserīs

## ADJECTIVES IN -er THAT DROP THE -e

*Singular*

<i>Nom.</i> noster,* <i>m.</i>	nostra, <i>f.</i>	nostrum, <i>n.</i>
<i>Gen.</i> nostrī	nostrae	nostrī
<i>Dat.</i> nostrō	nostrae	nostrō
<i>Acc.</i> nostrum	nostram	nostrum
<i>Abl.</i> nostrō	nostrā	nostrō

\* **Noster** is declined in the plural like **miser**, except that **e** before **r** is dropped.

## LATIN FOR TODAY

## THIRD DECLENSION

## TWO TERMINATIONS

<i>Singular</i>			<i>Plural</i>	
<i>Nom.</i> omnis, <i>m., f.</i>	omne, <i>n.</i>		omnēs	omnia
<i>Gen.</i> omnis	omnis		omnium	omnium
<i>Dat.</i> omni	omni		omnibus	omnibus
<i>Acc.</i> omnem	omne		omnēs (-īs)	omnia
<i>Abl.</i> omni	omni		omnibus	omnibus

## THREE TERMINATIONS

<i>Singular</i>				<i>Plural</i>	
<i>Nom.</i> ācer, <i>m.</i>	ācris, <i>f.</i>	ācre, <i>n.</i>	ācrēs	ācrēs	ācria
<i>Gen.</i> ācris	ācris	ācris	ācrium	ācrium	ācrium
<i>Dat.</i> ācrī	ācrī	ācrī	ācribus	ācribus	ācribus
<i>Acc.</i> ācrem	ācrem	ācre	ācrēs (-īs)	ācrēs (-īs)	ācria
<i>Abl.</i> ācrī	ācrī	ācrī	ācribus	ācribus	ācribus

## ONE TERMINATION

<i>Singular</i>			<i>Plural</i>	
<i>Nom.</i> audāx, <i>m., f.</i>	audāx, <i>n.</i>		audācēs	audācia
<i>Gen.</i> audācis	audācis		audācium	audācium
<i>Dat.</i> audācī	audācī		audācibus	audācibus
<i>Acc.</i> audācem	audāx		audācēs (-īs)	audācia
<i>Abl.</i> audācī	audācī		audācibus	audācibus

## IRREGULAR ADJECTIVES

<i>Singular</i>		
<i>Nom.</i> ūnus, <i>m.</i>	ūna, <i>f.</i>	ūnum, <i>n.</i>
<i>Gen.</i> ūnūs	ūnūs	ūnūs
<i>Dat.</i> ūnī	ūnī	ūnī
<i>Acc.</i> ūnum	ūnam	ūnum
<i>Abl.</i> ūnō	ūnā	ūnō

The following adjectives are declined in the singular like **ūnus**, and in the plural like **bonus**:

alius, alia, aliud, <i>other, another</i>	sōlus, -a, -um, <i>alone</i>
alter, altera, alterum, <i>the other</i>	tōtus, -a, -um, <i>all, the whole</i>
ūllus, -a, -um, <i>any</i>	ūnus, -a, -um, <i>one</i>
nūllus, -a, -um, <i>not any, no</i>	

## NUMERAL ADJECTIVES

	<i>Plural</i>		<i>Plural</i>
<i>Nom.</i> duo, <i>m.</i>	duae, <i>f.</i>	duo, <i>n.</i>	milia
<i>Gen.</i> duōrum	duārum	duōrum	mīlium
<i>Dat.</i> duōbus	duābus	duōbus	mīlibus
<i>Acc.</i> duōs	duās	duo	mīlia
<i>Abl.</i> duōbus	duābus	duōbus	mīlibus

*Plural*

<i>Nom.</i> trēs, <i>m., f.</i>	tria, <i>n.</i>
<i>Gen.</i> trium	trium
<i>Dat.</i> tribus	tribus
<i>Acc.</i> trēs (-īs)	tria
<i>Abl.</i> tribus	tribus

## DECLENSION OF COMPARATIVE OF ADJECTIVES

*Singular*

<i>Nom.</i> lātiōr, <i>m., f.</i>	lātius, <i>n.</i>
<i>Gen.</i> lātiōris	lātiōris
<i>Dat.</i> lātiōrī	lātiōrī
<i>Acc.</i> lātiōrem	lātius
<i>Abl.</i> lātiōre	lātiōre

*Plural*

lātiōrēs	lātiōra
lātiōrum	lātiōrum
lātiōribus	lātiōribus
lātiōrēs	lātiōra
lātiōribus	lātiōribus

*Singular*

<i>Nom.</i> —	plūs, <i>n.</i>
<i>Gen.</i> —	plūris
<i>Dat.</i> —	—
<i>Acc.</i> —	plūs
<i>Abl.</i> —	plūre

*Plural*

plūrēs	plūra
plūrium	plūrium
plūribus	plūribus
plūrēs (-īs)	plūra
plūribus	plūribus



## PRONOUNS

## PERSONAL PRONOUNS

*Singular*

<i>Nom.</i> ego, <i>I</i>	tū, <i>you</i>	is, <i>he</i>	ea, <i>she</i>	id, <i>it</i>
<i>Gen.</i> (meī)	(tuī)	eius	eius	eius
<i>Dat.</i> mihi	tibi	eī	eī	eī
<i>Acc.</i> mē	tē	eum	eam	id
<i>Abl.</i> mē	tē	eō	eā	eō

*Plural*

<i>Nom.</i> nōs	vōs	eī	eae	ea
<i>Gen.</i> nostrum	vestrum	eōrum	eārum	eōrum
<i>Dat.</i> nōbīs	vōbīs	eīs	eīs	eīs
<i>Acc.</i> nōs	vōs	eōs	eās	ea
<i>Abl.</i> nōbīs	vōbīs	eīs	eīs	eīs

## REFLEXIVE PRONOUNS

*Singular*

<i>Nom.</i> —	—	—
<i>Gen.</i> meī	tuī	suī
<i>Dat.</i> mihi	tibi	sibi
<i>Acc.</i> mē	tē	sē (sēsē)
<i>Abl.</i> mē	tē	sē (sēsē)

*Plural*

<i>Nom.</i> —	—	—
<i>Gen.</i> nostrum	vestrum	suī
<i>Dat.</i> nōbīs	vōbīs	sibi
<i>Acc.</i> nōs	vōs	sē (sēsē)
<i>Abl.</i> nōbīs	vōbīs	sē (sēsē)

## DEMONSTRATIVE PRONOUNS

*hic, this**Singular**Plural*

<i>Nom.</i>	<i>hic, m.</i>	<i>haec, f.</i>	<i>hoc, n.</i>	<i>hī</i>	<i>hae</i>	<i>haec</i>
<i>Gen.</i>	<i>huius</i>	<i>huius</i>	<i>huius</i>	<i>hōrum</i>	<i>hārum</i>	<i>hōrum</i>
<i>Dat.</i>	<i>huic</i>	<i>huic</i>	<i>huic</i>	<i>hīs</i>	<i>hīs</i>	<i>hīs</i>
<i>Acc.</i>	<i>hunc</i>	<i>hanc</i>	<i>hoc</i>	<i>hōs</i>	<i>hās</i>	<i>haec</i>
<i>Abl.</i>	<i>hōc</i>	<i>hāc</i>	<i>hōc</i>	<i>hīs</i>	<i>hīs</i>	<i>hīs</i>

*ille, that**Singular**Plural*

<i>Nom.</i>	<i>ille, m.</i>	<i>illa, f.</i>	<i>illud, n.</i>	<i>illī</i>	<i>illae</i>	<i>illa</i>
<i>Gen.</i>	<i>illius</i>	<i>illius</i>	<i>illius</i>	<i>illōrum</i>	<i>illārum</i>	<i>illōrum</i>
<i>Dat.</i>	<i>illī</i>	<i>illī</i>	<i>illī</i>	<i>illis</i>	<i>illis</i>	<i>illis</i>
<i>Acc.</i>	<i>illum</i>	<i>illam</i>	<i>illud</i>	<i>illōs</i>	<i>illās</i>	<i>illa</i>
<i>Abl.</i>	<i>illō</i>	<i>illā</i>	<i>illō</i>	<i>illis</i>	<i>illis</i>	<i>illis</i>

*is, this, that**Singular**Plural*

<i>Nom.</i>	<i>is, m.</i>	<i>ea, f.</i>	<i>id, n.</i>	<i>eī (iī)</i>	<i>eae</i>	<i>ea</i>
<i>Gen.</i>	<i>eius</i>	<i>eius</i>	<i>eius</i>	<i>eōrum</i>	<i>eārum</i>	<i>eōrum</i>
<i>Dat.</i>	<i>eī</i>	<i>eī</i>	<i>eī</i>	<i>eīs (iīs)</i>	<i>eīs (iīs)</i>	<i>eīs (iīs)</i>
<i>Acc.</i>	<i>eum</i>	<i>eam</i>	<i>id</i>	<i>eōs</i>	<i>eās</i>	<i>ea</i>
<i>Abl.</i>	<i>eō</i>	<i>eā</i>	<i>eō</i>	<i>eīs (iīs)</i>	<i>eīs (iīs)</i>	<i>eīs (iīs)</i>

*īdem, the same**Singular**Plural*

<i>Nom.</i>	<i>īdem, m.</i>	<i>eadem, f.</i>	<i>īdem, n.</i>	<i>eīdem</i> (īdem)	<i>eaedem</i>	<i>eadem</i>
<i>Gen.</i>	<i>eiusdem</i>	<i>eiusdem</i>	<i>eiusdem</i>	<i>eōrundem</i>	<i>eārundem</i>	<i>eōrundem</i>
<i>Dat.</i>	<i>eīdem</i>	<i>eīdem</i>	<i>eīdem</i>	<i>eīsdem</i> (īsdem)	<i>eīsdem</i> (īsdem)	<i>eīsdem</i> (īsdem)
<i>Acc.</i>	<i>eundem</i>	<i>eandem</i>	<i>īdem</i>	<i>eōsdem</i>	<i>eāsdem</i>	<i>eadem</i>
<i>Abl.</i>	<i>eōdem</i>	<i>eādem</i>	<i>eōdem</i>	<i>eīsdem</i> (īsdem)	<i>eīsdem</i> (īsdem)	<i>eīsdem</i> (īsdem)

## INTENSIVE PRONOUN

			<i>ipse, self</i>			
<i>Singular</i>			<i>Plural</i>			
<i>Nom.</i>	<i>ipse, m.</i>	<i>ipsa, f.</i>	<i>ipsum, n.</i>	<i>ipsī</i>	<i>ipsae</i>	<i>ipsa</i>
<i>Gen.</i>	<i>ipsīus</i>	<i>ipsīus</i>	<i>ipsīus</i>	<i>ipsōrum</i>	<i>ipsārum</i>	<i>ipsōrum</i>
<i>Dat.</i>	<i>ipsī</i>	<i>ipsī</i>	<i>ipsī</i>	<i>ipsis</i>	<i>ipsis</i>	<i>ipsis</i>
<i>Acc.</i>	<i>ipsum</i>	<i>ipsam</i>	<i>ipsum</i>	<i>ipsōs</i>	<i>ipsās</i>	<i>ipsa</i>
<i>Abl.</i>	<i>ipsō</i>	<i>ipsā</i>	<i>ipsō</i>	<i>ipsis</i>	<i>ipsis</i>	<i>ipsis</i>

## INTERROGATIVE PRONOUN

			<i>quis, who?</i>		
<i>Singular</i>			<i>Plural</i>		
<i>Nom.</i>	<i>quis, m., f.</i>	<i>quid, n.</i>	<i>quī</i>	<i>quae</i>	<i>quae</i>
<i>Gen.</i>	<i>cuius</i>	<i>cuius</i>	<i>quōrum</i>	<i>quārum</i>	<i>quōrum</i>
<i>Dat.</i>	<i>cui</i>	<i>cui</i>	<i>quibus</i>	<i>quibus</i>	<i>quibus</i>
<i>Acc.</i>	<i>quem</i>	<i>quid</i>	<i>quōs</i>	<i>quās</i>	<i>quae</i>
<i>Abl.</i>	<i>quō</i>	<i>quō</i>	<i>quibus</i>	<i>quibus</i>	<i>quibus</i>

## INTERROGATIVE ADJECTIVE

			<i>quī, what? which?</i>			
<i>Singular</i>			<i>Plural</i>			
<i>Nom.</i>	<i>quī, m.</i>	<i>quae, f.</i>	<i>quod, n.</i>	<i>quī</i>	<i>quae</i>	<i>quae</i>
<i>Gen.</i>	<i>cuius</i>	<i>cuius</i>	<i>cuius</i>	<i>quōrum</i>	<i>quārum</i>	<i>quōrum</i>
<i>Dat.</i>	<i>cui</i>	<i>cui</i>	<i>cui</i>	<i>quibus</i>	<i>quibus</i>	<i>quibus</i>
<i>Acc.</i>	<i>quem</i>	<i>quam</i>	<i>quod</i>	<i>quōs</i>	<i>quās</i>	<i>quae</i>
<i>Abl.</i>	<i>quō</i>	<i>quā</i>	<i>quō</i>	<i>quibus</i>	<i>quibus</i>	<i>quibus</i>

## RELATIVE PRONOUN

			<i>quī, who</i>			
<i>Singular</i>			<i>Plural</i>			
<i>Nom.</i>	<i>qui, m.</i>	<i>quae, f.</i>	<i>quod, n.</i>	<i>quī</i>	<i>quae</i>	<i>quae</i>
<i>Gen.</i>	<i>cuius</i>	<i>cuius</i>	<i>cuius</i>	<i>quōrum</i>	<i>quārum</i>	<i>quōrum</i>
<i>Dat.</i>	<i>cui</i>	<i>cui</i>	<i>cui</i>	<i>quibus</i>	<i>quibus</i>	<i>quibus</i>
<i>Acc.</i>	<i>quem</i>	<i>quam</i>	<i>quod</i>	<i>quōs</i>	<i>quās</i>	<i>quae</i>
<i>Abl.</i>	<i>quō</i>	<i>quā</i>	<i>quō</i>	<i>quibus</i>	<i>quibus</i>	<i>quibus</i>

## COMPARISON OF ADJECTIVES

## REGULAR ADJECTIVES

POSITIVE	COMPARATIVE	SUPERLATIVE
lātus, -a, -um	lātior, -ius	lātissimus, -a, -um
fortis, -e	fortior, -ius	fortissimus, -a, -um
audāx, audāx	audācior, -ius	audācissimus, -a, -um
miser, -era, -erum	miserior, -ius	miserrimus, -a, -um
ācer, ācris, ācre	ācrior, -ius	ācerrimus, -a, -um
facilis, -e	facilior, -ius	facillimus, -a, -um

## IRREGULAR ADJECTIVES

POSITIVE	COMPARATIVE	SUPERLATIVE
bonus, -a, -um ( <i>bonus</i> )	melior, -ius ( <i>ameliorate</i> )	optimus, -a, -um ( <i>optimist</i> )
malus, -a, -um ( <i>malaria</i> )	pejor, -jus ( <i>impair</i> )	pessimus, -a, -um ( <i>pessimist</i> )
magnus, -a, -um ( <i>magnify</i> )	major, -jus ( <i>majority</i> )	maximus, -a, -um ( <i>maximum</i> )
parvus, -a, -um	minor, -us ( <i>minor, minus</i> )	minimus, -a, -um ( <i>minimum</i> )
multus, -a, -um ( <i>multiply</i> )	—, plūs ( <i>plus</i> )	plūrimus, -a, -um

## COMPARISON OF ADVERBS

## REGULAR ADVERBS

POSITIVE	COMPARATIVE	SUPERLATIVE
lātē	lātius	lātissimē
fortiter	fortius	fortissimē
audācter	audācius	audācissimē

## IRREGULAR ADVERBS

POSITIVE	COMPARATIVE	SUPERLATIVE
bene	melius	optimē
male	pejus	pessimē
magnopere	magis	maximē
parum	minus	minimē
multum	plūs	plūrimum

## NUMERALS

	ROMAN NUMERALS	CARDINALS	ORDINALS
1	I	ūnus, -a, -um	prīmus, -a, -um
2	II	duo, duae, duo	secundus (alter)
3	III	trēs, tria	tertius
4	IV	quattuor	quārtus
5	V	quīnque	quīntus
6	VI	sex	sextus
7	VII	septem	septimus
8	VIII	octō	octāvus
9	IX	novem	nōnus
10	X	decem	decimus
11	XI	ūndecim	ūndecimus
12	XII	duodecim	duodecim
13	XIII	tredecim	
14	XIV	quattuordecim	
15	XV	quīndecim	
16	XVI	sēdecim	
17	XVII	septendecim	
18	XVIII	duodēvigintī	
19	XIX	ūndēvigintī	
20	XX	vīgintī	
21	XXI	ūnus et vīgintī (vīgintī ūnus)	
30	XXX	trīgintā	
40	XL	quadrāgintā	
50	L	quīnquāgintā	
60	LX	sexāgintā	
70	LXX	septuāgintā	
80	LXXX	octōgintā	
90	XC	nōnāgintā	
100	C	cēntum	
101	CI	centum (et) ūnus	
200	CC	ducentī, -ae, -a	
300	CCC	trecentī, -ae, -a	
400	CCCC	quadringentī, -ae, -a	
500	D	quīngentī, -ae, -a	
600	DC	sescentī, -ae, -a	

ROMAN  
NUMERALS

## CARDINALS

## ORDINALS

700	DCC	septingentī, -ae, -a
800	DCCC	octingentī, -ae, -a
900	DCCCC	nōngentī, -ae, -a
1000	M	mille
2000	MM	duo milia

## VERBS

## PRINCIPAL PARTS

1ST CONJ.	2D CONJ.	3D CONJ.	4TH CONJ.	3D CONJ. (-iō)
vocō	moneō	dūcō	audiō	capiō
vocāre	monēre	dūcere	audire	capere
vocāvī	monuī	dūxī	audīvī	cēpī
vocātus	monitus	ductus	audītus	captus

## STEMS

vocā-	monē-	dūce-	audi-	cape-
vocāv-	monu-	dūx-	audīv-	cēp-
vocāt-	monit-	duct-	audīt-	capt-

## PRESENT INDICATIVE

## ACTIVE

*Singular*

vocō	moneō	dūcō	audiō	capiō
<i>I call,</i>	<i>I warn,</i>	<i>I lead,</i>	<i>I hear,</i>	<i>I take,</i>
<i>am calling</i>	<i>am warning</i>	<i>am leading</i>	<i>am hearing</i>	<i>am taking</i>
vocās	monēs	dūcis	audīs	capis
vocat	monet	dūcit	audit	capit

*Plural*

vocāmus	monēmus	dūcimus	audīmus	capimus
vocātis	monētis	dūcitis	audītis	capitis
vocant	monent	dūcunt	audiunt	capiunt

## PASSIVE

*Singular*

vocor <i>I am called</i>	moneor <i>I am warned</i>	dūcor <i>I am led</i>	audior <i>I am heard</i>	capior <i>I am taken</i>
vocāris	monēris	dūceris	audīris	caperis
vocātur	monētur	dūcitur	audītur	capitur

*Plural*

vocāmur	monēmur	dūcīmur	audīmur	capīmur
vocāminī	monēminī	dūcīminī	audīminī	capīminī
vocantur	monentur	dūcuntur	audiuntur	capīuntur

## PAST PROGRESSIVE INDICATIVE

## ACTIVE

*Singular*

vocābam <i>I was call- ing, I called</i>	monēbam <i>I was warn- ing, I warned</i>	dūcēbam <i>I was lead- ing, I led</i>	audiēbam <i>I was hear- ing, I heard</i>	capīēbam <i>I was tak- ing, I took</i>
vocābās	monēbās	dūcēbās	audiēbās	capīēbās
vocābat	monēbat	dūcēbat	audiēbat	capīēbat

*Plural*

vocābāmus	monēbāmus	dūcēbāmus	audiēbāmus	capīēbāmus
vocābātis	monēbātis	dūcēbātis	audiēbātis	capīēbātis
vocābant	monēbant	dūcēbant	audiēbant	capīēbant

## PASSIVE

*Singular*

vocābar <i>I was called</i>	monēbar <i>I was warned</i>	dūcēbar <i>I was led</i>	audiēbar <i>I was heard</i>	capīēbar <i>I was taken</i>
vocābāris	monēbāris	dūcēbāris	audiēbāris	capīēbāris
vocābātur	monēbātur	dūcēbātur	audiēbātur	capīēbātur

*Plural*

vocābāmur	monēbāmur	dūcēbāmur	audiēbāmur	capīēbāmur
vocābāminī	monēbāminī	dūcēbāminī	audiēbāminī	capīēbāminī
vocābantur	monēbantur	dūcēbantur	audiēbantur	capīēbantur

## FUTURE INDICATIVE

## ACTIVE

## Singular

vocābō <i>I shall call</i>	monēbō <i>I shall warn</i>	dūcam <i>I shall lead</i>	audiam <i>I shall hear</i>	capiam <i>I shall take</i>
vocābis	monēbis	dūcēs	audiēs	capiēs
vocābit	monēbit	dūcet	audiet	capiet

## Plural

vocābimus	monēbimus	dūcēmus	audiēmus	capiēmus
vocābitis	monēbitis	dūcētis	audiētis	capiētis
vocābunt	monēbunt	dūcent	audient	capiet

## PASSIVE

## Singular

vocābor <i>I shall be called</i>	monēbor <i>I shall be warned</i>	dūcar <i>I shall be led</i>	audiar <i>I shall be heard</i>	capiar <i>I shall be taken</i>
vocāberis	monēberis	dūcēris	audiēris	capiēris
vocābitur	monēbitur	dūcētur	audiētur	capiētur

## Plural

vocābimur	monēbimur	dūcēmur	audiēmur	capiēmur
vocābiminī	monēbiminī	dūcēminī	audiēminī	capiēminī
vocābuntur	monēbuntur	dūcentur	audientur	capiēntur

## PERFECT INDICATIVE

## ACTIVE

## Singular

vocāvī <i>I have called, I called</i>	monuī <i>I have warned, I warned</i>	dūxī <i>I have led, I led</i>	audīvī <i>I have heard, I heard</i>	cēpī <i>I have taken, I took</i>
vocāvistī	monuistī	dūxistī	audīvistī	cēpistī
vocāvit	monuit	dūxit	audīvit	cēpit

## Plural

vocāvimus	monuimus	dūximus	audīvimus	cēpimus
vocāvistis	monuistis	dūxistis	audīvistis	cēpistis
vocāverunt	monuērunt	dūxērunt	audīverunt	cēpērunt



## PASSIVE

## Singular

<i>I have been called, I was called</i>	<i>I have been warned, I was warned</i>	<i>I have been led, I was led</i>	<i>I have been heard, I was heard</i>	<i>I have been taken, I was taken</i>
vocātus, -a, -um { sum es est	monitus, -a, -um { sum es est	ductus, -a, -um { sum es est	auditus, -a, -um { sum es est	captus, -a, -um { sum es est

## Plural

vocāti, -ae, -a { sumus estis sunt	moniti, -ae, -a { sumus estis sunt	ducti, -ae, -a { sumus estis sunt	auditi, -ae, -a { sumus estis sunt	capti, -ae, -a { sumus estis sunt
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## PAST PERFECT INDICATIVE

## ACTIVE

## Singular

vocāveram <i>I had called</i>	monueram <i>I had warned</i>	dūxeram <i>I had led</i>	audīveram <i>I had heard</i>	cēperam <i>I had taken</i>
vocāverās	monuerās	dūxerās	audīverās	cēperās
vocāverat	monuerat	dūxerat	audīverat	cēperat

## Plural

vocāverāmus	monuerāmus	dūxerāmus	audīverāmus	cēperāmus
vocāverātis	monuerātis	dūxerātis	audīverātis	cēperātis
vocāverant	monuerant	dūxerant	audīverant	cēperant

## PASSIVE

## Singular

<i>I had been called</i>	<i>I had been warned</i>	<i>I had been led</i>	<i>I had been heard</i>	<i>I had been taken</i>
vocātus, -a, -um { eram erās erat	monitus, -a, -um { eram erās erat	ductus, -a, -um { eram erās erat	auditus, -a, -um { eram erās erat	captus, -a, -um { eram erās erat

*Plural*

vocātī, -ae, -a	{ erāmus erātis erant	monitī, -ae, -a	{ erāmus erātis erant	ductī, -ae, -a	{ erāmus erātis erant	audītī, -ae, -a	{ erāmus erātis erant	captī, -ae, -a	{ erāmus erātis erant
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## FUTURE PERFECT INDICATIVE

## ACTIVE

*Singular*

vocāverō <i>I shall have called</i>	monuerō <i>I shall have warned</i>	dūxerō <i>I shall have led</i>	audiverō <i>I shall have heard</i>	cēperō <i>I shall have taken</i>
vocāveris	monueris	dūxeris	audiveris	cēperis
vocāverit	monuerit	dūxerit	audiverit	cēperit

*Plural*

vocāverimus	monuerimus	dūxerimus	audiverimus	cēperimus
vocāveritis	monueritis	dūxeritis	audiveritis	cēperitis
vocāverint	monuerint	dūxerint	audiverint	cēperint

## PASSIVE

*Singular*

<i>I shall have been called</i>	<i>I shall have been warned</i>	<i>I shall have been led</i>	<i>I shall have been heard</i>	<i>I shall have been taken</i>
vocātus, -a, -um	monitus, -a, -um	ductus, -a, -um	auditus, -a, -um	captus, -a, -um
{ erō eris erit	{ erō eris erit	{ erō eris erit	{ erō eris erit	{ erō eris erit

*Plural*

vocātī, -ae, -a	monitī, -ae, -a	ductī, -ae, -a	audītī, -ae, -a	captī, -ae, -a
{ erimus eritis erunt	{ erimus eritis erunt	{ erimus eritis erunt	{ erimus eritis erunt	{ erimus eritis erunt

## PRESENT IMPERATIVE

## ACTIVE

<i>Sing.</i> vocā	monē	dūc	audī	cape
<i>Plur.</i> vocāte	monēte	dūcite	audīte	capite

## PRESENT INFINITIVE

## ACTIVE

vocāre	monēre	dūcere	audire	capere
<i>to call</i>	<i>to warn</i>	<i>to lead</i>	<i>to hear</i>	<i>to take</i>

## PASSIVE

vocārī	monērī	dūcī	audīrī	capi
<i>to be called</i>	<i>to be warned</i>	<i>to be led</i>	<i>to be heard</i>	<i>to be taken</i>

## PERFECT INFINITIVE

## ACTIVE

vocāvisse	monuisse	dūxisse	audivisse	cēpisse
<i>to have</i> <i>called</i>	<i>to have</i> <i>warned</i>	<i>to have</i> <i>led</i>	<i>to have</i> <i>heard</i>	<i>to have</i> <i>taken</i>

## PASSIVE

vocātus esse	monitus esse	ductus esse
<i>to have been called</i>	<i>to have been warned</i>	<i>to have been led</i>
audītus esse		captus esse
<i>to have been heard</i>		<i>to have been taken</i>

## FUTURE INFINITIVE

## ACTIVE

vocātūrus esse	monitūrus esse	ductūrus esse
<i>to be about to call</i>	<i>to be about to warn</i>	<i>to be about to lead</i>
audītūrus esse		captūrus esse
<i>to be about to hear</i>		<i>to be about to take</i>

## PARTICIPLES

## PRESENT ACTIVE

vocāns	monēns	dūcēns	audiēns	capiēns
<i>calling</i>	<i>warning</i>	<i>leading</i>	<i>hearing</i>	<i>taking</i>

## PERFECT PASSIVE

vocātus	monitus	ductus	audītus	captus
<i>called,</i> <i>having</i> <i>been called</i>	<i>warned,</i> <i>having</i> <i>been warned</i>	<i>led,</i> <i>having</i> <i>been led</i>	<i>heard,</i> <i>having</i> <i>been heard</i>	<i>taken,</i> <i>having</i> <i>been taken</i>

## IRREGULAR VERBS

Sum, *I am*

INDICATIVE

PRESENT

*Singular*

sum

*I am*

es

est

PAST PROGRESSIVE

*Singular*

eram

*I was*

erās

erat

FUTURE

*Singular*

erō

*I shall be*

eris

erit

*Plural*

sumus

estis

sunt

*Plural*

erāmus

erātis

erant

*Plural*

erimus

eritis

erunt

PERFECT

*Singular*

fui

*I have been,**I was*

fuisti

fuit

PAST PERFECT

*Singular*

fueram

*I had**been*

fuerās.

fuerat

FUTURE PERFECT

*Singular*

fuerō

*I shall have**been*

fueris

fuerit

*Plural*

fuimus

fuistis

fuērunt

*Plural*

fuerāmus

fuerātis

fuerant

*Plural*

fuerimus

fueritis

fuerint

IMPERATIVE

*Sing. es, be**Plur. este, be*

INFINITIVE

*Pres. esse, to be**Perf. fuisse, to have been*

Possum, *I am able, I can*

## INDICATIVE

## PRESENT

*Singular*

possum

*I am able,  
I can*

potes

potest

*Plural*

possumus

potestis

possunt

## PAST PROGRESSIVE

*Singular*

poteram

*I was able,  
I could*

poterās

poterat

*Plural*

poterāmus

poterātis

poterant

## FUTURE

*Singular*

poterō

*I shall be  
able*

poteris

poterit

*Plural*

poterimus

poteritis

poterunt

## PERFECT

*Singular*

potuī

*I have been  
able, I could*

potuisti

potuit

*Plural*

potuimus

potuistis

potuērunt

## PAST PERFECT

*Singular*

potueram

*I had been  
able*

potuerās

potuerat

*Plural*

potuerāmus

potuerātis

potuerant

## FUTURE PERFECT

*Singular*

potuerō

*I shall have  
been able*

potueris

potuerit

*Plural*

potuerimus

potueritis

potuerint

# OUTLINE OF GRAMMATICAL PRINCIPLES

(References are to sections)

## AGREEMENT

1. *Verb and Subject.* A verb agrees with its subject in person and number (21).

2. *Adjective and Noun.* An adjective agrees with its noun in gender, number, and case (32). Participles, being adjectives, similarly agree with nouns (752).

3. *Predicate Noun or Adjective.* A noun or adjective in predication agrees with the subject in case (138, 2).

4. *Appositive.* A noun in apposition agrees in case with the word it defines (79).

5. *Relative Pronoun and Antecedent.* A relative pronoun agrees with its antecedent in gender and number, but its case is determined by the way it is used in its clause (798). Sometimes the antecedent is something stated in the preceding sentence; and sometimes the antecedent is omitted (840, 5).

6. Adjectives are sometimes used substantively (177, 1).

## NOUN SYNTAX

### Nominative

1. *Nominative as Subject.* The subject of a sentence is in the nominative case (19).

2. *Predicate Noun or Adjective.* A predicate noun or adjective is in the nominative case (140).

a. Predicate nouns or adjectives are used with the linking verbs *is, are, seem* (780, 1).

b. Predicate nouns or adjectives are used with the pas-

sive of *faciō*, and of verbs meaning *call, elect, name, choose, appoint*, etc. These verbs in the active voice take two accusatives (780, 2).

### Genitive

1. *Possessive Genitive*. The genitive is used to express possession (186).

2. *Genitive of the Whole*. The genitive is used to denote the whole of which a part is taken (621).

3. *Descriptive Genitive*. The genitive, with a modifying adjective, is used to describe a noun (468).

### Dative

1. *Dative of Indirect Object*. The dative is used to denote the indirect object with verbs meaning *give, offer, show, tell*, etc. (220).

2. *Dative with Adjectives*. The dative is used with adjectives meaning *near, fit, friendly, pleasing, like*, etc. (479).

3. *Dative of Reference*. The dative is used to state the person referred to (781, 3).

4. *Dative with Compounds*. The dative is used as an indirect object with many verbs compounded with *ad, ante, circum, con, in, inter, ob, post, prae, prō, sub, and super* (898).

5. *Dative with Special Verbs*. The dative is used as an indirect object with certain verbs: *as, cōnfidō, crēdō, dēsum, faveō, ignōscō, imperō, invidēō, noceō, parcō, pāreō, persuādeō, placeō, resistō, serviō, and studeō* (899).

### Accusative

1. *Accusative of Direct Object*. The accusative is used to denote the direct object of a verb (20).

2. *Accusative of Place Whither*. The accusative is used with *ad* or *in* to express place whither (573).

*a.* The preposition is omitted with *domum* and names of towns (573).

3. *Accusative with Prepositions.* The accusative is used with the prepositions *ad, ante, circum, contrā, inter, intrā, ob, per, post, prope, propter, super, trāns, ultrā* (151).

4. *Accusative of Extent.* The accusative is used to express extent of time or space (560).

5. *Accusative as Subject of the Infinitive.* The accusative is used as the subject of the infinitive (454; 827).

### Ablative

1. *Ablative of Accompaniment.* The ablative is used with *cum* to express accompaniment (269).

2. *Ablative of Means.* The ablative is used to denote the means or instrument (281).

3. *Ablative of Manner.* The ablative with *cum* is used to express manner, but *cum* may be omitted if there is an adjective in the phrase (296).

4. *Ablative of Separation.* The ablative, with or without *ab, dē, or ex*, is used to express separation (490). If the ablative is a person, the preposition is retained.

5. *Ablative of Place Whence.* The ablative with *ab, dē, or ex* is used to express place from which (270).

6. *Ablative of Agent.* The ablative with *ā or ab* is used with a passive verb to denote the agent (258).

7. *Ablative of Cause.* The ablative is used to express cause (404).

8. *Ablative of Place Where.* The ablative is used with *in* to express place where (282).

9. *Ablative of Time.* The ablative is used to express time when (572).

10. *Ablative of Respect.* The ablative is used to state in what respect a thing is true (685).

11. *Ablative with Prepositions.* The ablative is used with the prepositions *ab, cum, dē, ex, prae, prō, sine* (242).

12. *Ablative of Description.* The ablative, like the genitive, is used to describe a noun (897).



### Vocative

The vocative is used to address a person (104).

### Locative

The locative is used in names of towns and a few other words to express place where (858).

## VERB SYNTAX

### Voice

A verb is in the active voice when the subject does something. It is in the passive voice when the subject is the recipient of the action (or has something done to him or it) (255).

### Mood

1. *Indicative Mood.* A verb is in the indicative mood when it states a fact or asks a question (41).

2. *Imperative Mood.* A verb is in the imperative mood when it expresses a command (152).

### Tense

1. *Present.* The present tense expresses a simple act in present time or an act going on in present time (41).

2. *Past Progressive.* The past progressive tense expresses an act as *going on* at the time of some other act in past time. It sometimes expresses repeated action in past time (295).

3. *Future.* The future tense expresses an act occurring in future time or an act containing future time (329).

4. *Perfect.* The perfect expresses an action performed in past time or an action completed at the present time (367).

5. *Past Perfect.* The past perfect expresses an act completed at the time of some other act in past time (390).

6. *Future Perfect.* The future perfect expresses an act completed at the time of some other act in future time (390).

## INFINITIVE

## Uses

1. *Infinitive as Subject.* The infinitive may be used as the subject of another verb (118).

2. *Infinitive as Object.* The infinitive with subject accusative may be the object of a verb (455).

3. *Complementary Infinitive.* The object infinitive, without a subject, may be used to complete the meaning of another verb (550).

4. *Infinitive in Indirect Discourse.* The infinitive with subject accusative may be used with verbs meaning *say, think, know, tell, or perceive* to express an indirect statement (827).

a. In an indirect statement the present infinitive expresses the same time as that of the verb of *saying* (827).

b. In an indirect statement the perfect infinitive expresses time before that of the verb of *saying* (855, 9).

c. In an indirect statement the future infinitive expresses time after that of the verb of *saying* (871, 6).

# LATIN-ENGLISH VOCABULARY

- ā, ab**, *prep. with abl.*, from, away from; by
- abdō, -ere, -didī, -ditus**, hide, conceal
- abiciō, -icere, -jēcī, -jectus**, throw away
- abscidō, -ere, -cidī, -cīsus**, cut off
- abstineō, -ēre, -uī, -tentus**, stay away from
- absum, abesse, āfuī, āfutūrus**, be away, be distant
- accidō, -cidere, -cidī, —**, happen
- accipiō, -cipere, -cēpī, -ceptus**, receive, welcome
- ācer, ācris, ācre**, sharp, keen; eager, bold
- aciēs, -eī, f.**, line of battle
- ācriter, adv.**, sharply, fiercely
- ad, prep. with acc.**, to, toward; near
- adducō, -ere, -dūxī, -ductus**, lead, lead to
- adhūc, adv.**, still, to this time, as yet
- adiciō, -icere, -jēcī, -jectus**, throw, hurl
- administrō, -āre, -āvī, -ātus**, manage, work
- admīrātiō, -ōnis, f.**, admiration, wonder, surprise
- adōrō, -āre, -āvī, -ātus**, worship
- adsum, -esse, -fuī, -futūrus**, be present
- adulēscēns, -entis (-ium), m.**, youth, young man
- adventus, -ūs, m.**, arrival
- adversārius, adversārī, m.**, opponent
- adversus, -a, -um**, unfavorable, bad, adverse
- aedēs, -is (-ium), f.**, building; *plur.*, house
- aedificium, aedificī, n.**, building
- aedificō, -āre, -āvī, -ātus**, build, construct
- aegrē, adv.**, weakly
- aegritūdō, -inis, f.**, sickness
- aequus, -a, -um**, level, even, equal, fair
- āēr, āeris (acc. āera), m.**, air
- aestās, -ātis, f.**, summer
- aestimō, -āre, -āvī, -ātus**, reckon, estimate
- aetās, -ātis, f.**, age
- afficiō, -ere, -fēcī, -fectus**, affect
- ager, agrī, m.**, field
- agmen, -inis, n.**, column, army
- agnōscō, -ere, agnōvī, agnitus**, recognize
- agō, -ere, ēgī, āctus**, drive; do; carry on; *grātiās agere*, thank
- agricola, -ae, m.**, farmer
- āla, -ae, f.**, wing
- alacer, -cris, -cre**, eager, alert
- albus, -a, -um**, white
- aliēnus, -a, -um**, foreign, another's

- alius, alia, aliud, other, another  
 alter, -era, -erum, the other  
 altitūdō, -inis, *f.*, height  
 altus, -a, -um, high, tall, lofty;  
     deep  
 ambulō, -āre, -āvī, -ātus, walk  
 amicitia, -ae, *f.*, friendship  
 amicus, -a, -um, friendly  
 amicus, -ī, *m.*, friend  
 amittō, -ere, -misi, -missus, lose  
 amō, -āre, -āvī, -ātus, love, like  
 amplius, *adv.*, more, further  
 amplus, -a, -um, large, wide, spa-  
     cious  
 angustiae, -ārum, *f. plur.*, pass,  
     narrows  
 angustus, -a, -um, narrow  
 animal, -ālis, *n.*, animal  
 animus, -ī, *m.*, mind; feeling  
 annus, -ī, *m.*, year  
 ānser, ānseris, *m.*, goose  
 ante, *prep. with acc.*, before, in  
     front of  
 anteā, *adv.*, before, formerly, pre-  
     viously  
 antecēdō, -ere, -cessi, -cessus,  
     go before, precede  
 antequam, *conj.*, before, sooner  
     than  
 antiquus, -a, -um, ancient, old  
 apertus, -a, -um, opened, open  
 appāreō, -ēre, -uī, —, appear  
 appellō, -āre, -āvī, -ātus, call,  
     name  
 appellō, -ere, -pulī, -pulsus,  
     drive, direct  
 appropinquō, -āre, -āvī, -ātus,  
     approach  
 apud, *prep. with acc.*, near, before,  
     among  
 aqua, -ae, *f.*, water; *plur.*, sea  
 āra, -ae, *f.*, altar  
 arbor, -oris, *f.*, tree  
 arca, -ae, *f.*, chest, box  
 arēna, -ae, *f.*, sand; course,  
     arena  
 ariēs, arietis, *m.*, ram, battering-  
     ram  
 arithmētica, -ae, *f.*, arithmetic  
 arma, -ōrum, *n. plur.*, arms  
 armātus, -a, -um, armed, fur-  
     nished, equipped  
 armō, -āre, -āvī, -ātus, arm,  
     equip  
 arō, -āre, -āvī, -ātus, plow  
 ars, artis (-ium), *f.*, art, skill  
 arx, arcis, *f.*, citadel  
 ascendō, -ere, ascendī, ascēn-  
     sus, ascend, climb  
 asyllum, -ī, *n.*, place of refuge  
 at, *conj.*, but  
 atque (ac), *conj.*, and also, and  
 ātrium, ātrī, *n.*, atrium  
 attendō, -ere, -tendī, -tentus,  
     give heed, listen  
 auctor, auctōris, *m.*, author,  
     maker, cause  
 auctōritās, -ātis, *f.*, authority  
 audācia, -ae, *f.*, boldness, bravery,  
     daring  
 audāx, audācis, bold, brave  
 audeō, -ēre, ausus sum, dare  
 audiō, -īre, -ivī, -ītus, hear  
 augeō, -ēre, auxī, auctus, in-  
     crease  
 aulaeum, -ī, *n.*, curtain  
 auriga, -ae, *m.*, charioteer  
 aurōra, -ae, *f.*, dawn  
 aurum, -ī, *n.*, gold  
 aut, *conj.*, or; aut . . . aut, either  
     . . . or  
 autem, *conj.*, but, however

**auxilium, auxiliī, n.,** help, aid, assistance

**āvertō, -ere, āvertī, āversus,** turn away

**avis, avis (-ium), f.,** bird

**avus, -ī, m.,** grandfather

**barba, -ae, f.,** beard

**barbarus, -a, -um,** rough, uncivilized

**bellicōsus, -a, -um,** warlike

**bellum, -ī, n.,** war

**bene, adv.,** well

**beneficium, benefici, n.,** kindness, help

**benignē, adv.,** kindly

**bīdūm, -ī, n.,** a space of two days

**bis, adv.,** twice

**bonus, -a, -um,** good, kind; *n. plur.,* wealth

**bracchium, bracchī, n.,** arm, forearm

**brevis, -e,** short

**breviter, adv.,** briefly

**bullā, -ae, f.,** locket

**cadō, -ere, cecidī, cāsus,** fall

**caecitās, -ātis, f.,** blindness

**caedēs, -is (-ium), f.,** slaughter

**caedō, -ere, cecidī, caesus,** kill

**caelum, -ī, n.,** sky, heavens

**caeruleus, -a, -um,** blue

**calathus, -ī, m.,** basket

**calceus, -ī, m.,** shoe

**callidus, -a, -um,** crafty, wily, shrewd

**campus, -ī, m.,** field, plain

**canis, canis (canum), m.,** dog

**capiō, -ere, cēpī, captus,** take, seize

**captivus, -ī, m.,** captive, prisoner

**caput, capitis, n.,** head; capital

**carpentum, -ī, n.,** carriage

**carrus, -ī, m.,** cart, wagon

**cārus, -a, -um,** dear

**casa, -ae, f.,** hut, cottage

**castra, -ōrum, n. plur.,** camp

**cathedra, -ae, f.,** chair

**causa, -ae, f.,** cause, reason

**cēdō, -ere, cessī, cessus,** move, yield, retreat

**celer, -eris, -ere,** swift, quick

**celeritās, -ātis, f.,** speed, swiftness

**celeriter, adv.,** swiftly, quickly

**cēlō, -āre, -āvī, -ātus,** hide, conceal

**cēna, -ae, f.,** dinner, banquet

**cēnō, -āre, -āvī, -ātus,** dine, eat

**centum, indecl. num.,** one hundred

**certāmen, -inis, n.,** contest, fight

**certē, adv.,** certainly, surely

**certus, -a, -um,** sure, certain

**cēterī, -ae, -a, plur.,** the other, the rest

**cibus, -ī, m.,** food

**circiter, adv.,** about

**circum, prep. with acc.,** around

**circumdō, -dare, -dedī, -datus,** surround

**circumstō, -stāre, -stetī, —,** stand around, surround

**circumveniō, -īre, -vēnī, -ventus,** surround

**circus, -ī, m.,** circus (as the Circus Maximus)

**cīvis, -is (-ium), m.,** citizen

**cīvitās, -ātis, f.,** state

**clāmō, -āre, -āvī, -ātus,** cry out, shout

**clāmor, -ōris, m.,** shout, noise, cry

**clangor, -ōris, m.,** noise

- clārus, -a, -um**, clear, bright;  
 famous  
**classis, -is (-ium), f.**, fleet  
**claudō, -ere, clausī, clausus**, close  
**coepī, coepisse**, *defective*, begin  
**cognōmen, -inis, n.**, surname  
**cognōscō, -gnōscere, -gnōvī, -gnitus**, find out, learn; know  
 (*especially in the perfect tenses*)  
**cōgō, -ere, cōgī, cōactus**, collect, compel  
**collis, -is (-ium), m.**, hill  
**collum, -ī, n.**, neck  
**columba, -ae, f.**, dove  
**columna, -ae, f.**, column, pillar  
**comes, -itis, m. and f.**, companion, comrade  
**committō, -ere, -mīsī, -missus**, intrust, commit; **proelium committere**, engage in battle  
**commoveō, -ēre, -mōvī, -mōtus**, move, excite, alarm  
**commūnicō, -āre, -āvī, -ātus**, make known  
**commūnis, -e**, common  
**comparō, -āre, -āvī, -ātus**, get ready, prepare  
**compellō, -ere, -pulī, -pulsus**, drive together, force, compel  
**comportō, -āre, -āvī, -ātus**, bring together  
**condemnō, -āre, -āvī, -ātus**, condemn  
**condiciō, -ōnis, f.**, terms, condition, agreement  
**cōficiō, -ere, -fēcī, -fectus**, finish, end  
**cōfidō, -ere, -fīsus sum**, trust  
**cōfirmō, -āre, -āvī, -ātus**, confirm, strengthen; make, establish  
**congregō, -āre, -āvī, -ātus**, assemble, gather  
**coniciō, -icere, -jēcī, -jectus**, throw  
**conjungō, -ere, -jūnxī, -jūctus**, join together  
**cōscribō, -ere, -scripsī, -scriptus**, enlist, enroll  
**cōsentiō, -īre, -sēnsī, -sēnsus**, agree  
**cōsiliū, cōsili, n.**, plan, advice  
**cōsistō, -ere, -stitī, -stitus**, stand still, stop  
**cōspiciō, -ere, -spexī, -spectus**, see, behold  
**cōstantia, -ae, f.**, steadfastness, firmness  
**cōstituō, -ere, -uī, -ūtus**, determine, decide, establish  
**cōsuētūdō, -inis, f.**, custom  
**cōsul, -ulis, m.**, consul  
**cōsulō, -ere, -uī, -tus**, consult  
**contemnō, -ere, -tempsī, -tempus**, scorn  
**contendō, -ere, -tendī, -tentus**, hasten; fight  
**contentus, -a, -um**, content, satisfied  
**continēns, -entis, f.**, mainland, continent  
**contineō, -ēre, -uī, -tentus**, hold together, contain  
**contrā, prep. with acc.**, against  
**cōnūbium, cōnūbī, n.**, right of marriage  
**conveniō, -īre, -vēnī, -ventus**, come together, assemble  
**convīva, -ae, m.**, guest  
**convocō, -āre, -āvī, -ātus**, call together

**cōpia**, -ae, *f.*, supply, plenty, abundance; *plur.*, troops, forces  
**cor**, **cordis**, *n.*, heart  
**cornū**, -ūs, *n.*, horn; wing (of an army)  
**corōna**, -ae, *f.*, garland, crown  
**corpus**, -oris, *n.*, body  
**cotidiē**, *adv.*, daily, every day  
**crās**, *adv.*, tomorrow  
**crēber**, -bra, -brum, thronged, crowded, numerous  
**crēdō**, -ere, -didī, -ditus, believe  
**creō**, -āre, -āvī, -ātus, elect  
**cubiculum**, -ī, *n.*, sleeping-room, chamber  
**culīna**, -ae, *f.*, kitchen  
**culpa**, -ae, *f.*, blame, fault  
**culpō**, -āre, -āvī, -ātus, blame  
**cum**, *prep. with abl.*, with  
**cum**, *conj.*, when  
**cūnctus**, -a, -um, all  
**cupiditās**, -ātis, *f.*, desire  
**cupidus**, -a, -um, desirous, greedy  
**cupiō**, -ere, -ivī, -itus, wish, desire  
**cūr**, *adv.*, why?  
**cūra**, -ae, *f.*, care, anxiety  
**cūria**, -ae, *f.*, senate-house  
**cūrō**, -āre, -āvī, -ātus, take care of, care for  
**currō**, -ere, cucurrī, **cursus**, run  
**cūstōs**, -ōdis, *m.*, guard  
**damnō**, -āre, -āvī, -ātus, condemn  
**dē**, *prep. with abl.*, from, down from; about, concerning  
**dea**, -ae, *f.*, goddess  
**dēbeō**, -ēre, -uī, -itus, owe, ought  
**decem**, *indecl. num.*, ten  
**decimus**, -a, -um, tenth  
**dēclāmō**, -āre, -āvī, -ātus, speak, recite, declaim

**dēdecus**, -oris, *n.*, disgrace  
**dēdō**, -ere, -didī, -ditus, surrender  
**dēdūcō**, -ere, -dūxī, -ductus, escort, lead away  
**dēfendō**, -ere, -fendī, -fēnsus, defend  
**dēfessus**, -a, -um, tired, wearied, exhausted  
**dēficiō**, -ere, -fēcī, -fectus, fail  
**dēiciō**, -ere, -jēcī, -jectus, throw down  
**deinde**, *adv.*, then, next  
**dēlectō**, -āre, -āvī, -ātus, please, delight  
**dēleō**, -ēre, -ēvī, -ētus, destroy  
**dēligō**, -ere, -lēgī, -lēctus, choose  
**dēmigrō**, -āre, -āvī, -ātus, move, move away  
**dēmōnstrō**, -āre, -āvī, -ātus, point out, show  
**dēnique**, *adv.*, at last, finally  
**dēns**, **dentis**, *m.*, tooth  
**dēplōrō**, -āre, -āvī, -ātus, lament, regret  
**dēpōnō**, -ere, -posuī, -positus, lay down, deposit  
**dēscendō**, -ere, -scendī, -scēnsus, climb down, descend  
**dēsertus**, -a, -um, abandoned, deserted  
**dēsiderō**, -āre, -āvī, -ātus, wish, wish for  
**dēsistō**, -ere, -stitī, -stitus, cease, desist  
**dēspērō**, -āre, -āvī, -ātus, despair of, despair  
**dēsum**, -esse, -fuī, -futūrus, be wanting  
**dēsuper**, *adv.*, from above  
**deus**, -ī, *m.*, god

- dēvorō, -āre, -āvī, -ātus**, eat  
**dexter, -tra, -trum**, right  
**dextra, -ae, f.**, right hand  
**dīcō, -ere, dīxī, dictus**, say, tell,  
 speak  
**dictātor, -ōris, m.**, dictator  
**diēs, -ēī, m.**, day  
**difficilis, -e**, hard, difficult  
**difficultās, -ātis, f.**, difficulty  
**digitus, -ī, m.**, finger  
**dignitās, -ātis, f.**, dignity  
**diligēns, -entis**, diligent  
**diligenter, adv.**, diligently  
**diligentia, -ae, f.**, industry, care-  
 fulness, diligence  
**dīmittō, -ere, -mīsī, -missus**, dis-  
 miss, send away  
**discēdō, -ere, -cessī, -cessus**,  
 depart, withdraw  
**discipulus, -ī, m.**, pupil  
**discurrō, -ere, -currī, -cursus**,  
 scatter  
**discus, -ī, m.**, discus  
**diū, adv.**, long, for a long time  
**diūtius, adv.**, longer  
**dīvinus, -a, -um**, divine  
**dō, dare, dedī, datus**, give; **poe-  
 nās dare**, suffer punishment  
**doceō, -ēre, -uī, -tus**, teach  
**doleō, -ere, -uī, —**, grieve  
**dolor, -ōris, m.**, grief, indignation  
**dolus, -ī, m.**, trick  
**domicilium, domicili, n.**, home  
**domina, -ae, f.**, mistress  
**dominus, -ī, m.**, master, owner, lord  
**domus, -ūs, f.**, house, home  
**dōnec, conj.**, until  
**dōnum, -ī, n.**, gift  
**dormiō, -īre, -ivī, -ītus**, sleep  
**dubitō, -āre, -āvī, -ātus**, doubt,  
 hesitate
- dubium, dubī, n.**, doubt, uncer-  
 tainty  
**dubius, -a, -um**, doubtful, un-  
 certain  
**dūcō, -ere, dūxī, ductus**, lead  
**dum, conj.**, while  
**duo, duae, duo**, two  
**duodecim, indecl. num.**, twelve  
**dūrus, -a, -um**, hard, cruel, harsh  
**dux, ducis, m.**, leader, commander
- ē, ex, prep. with abl.**, out of, from,  
 out from  
**ea, pers. pron.**, she  
**ecce, interj.**, see! behold! look!  
**ēdō, -ere, -didī, -dītus**, give out  
**ēducō, -āre, -āvī, -ātus**, bring up,  
 train  
**ēdūcō, -ere, -dūxī, -ductus**, lead  
 out, draw out  
**effundō, -ere, -fūdī, -fūsus**, pour  
 out, shed  
**ego, pers. pron.**, I  
**ēgregius, -a, -um**, distinguished,  
 conspicuous  
**elephantus, -ī, m.**, elephant  
**ēloquentia, -ae, f.**, eloquence  
**emō, -ere, ēmī, ēmptus**, buy  
**enim, conj.**, for, because  
**ēnūntiō, -āre, -āvī, -ātus**, report,  
 reveal  
**eō, adv.**, thither, to that place  
**eōdem, adv.**, to the same place  
**eques, equitis, m.**, horseman  
**equitātus, -ūs, m.**, cavalry  
**equitō, -āre, -āvī, —**, ride a horse  
**equus, -ī, m.**, horse  
**ēripiō, -ere, -ripuī, -reptus**,  
 snatch away, rescue  
**errō, -āre, -āvī, -ātus**, wander,  
 roam, stray; be mistaken



et, *conj.*, and; et...et, both...and  
 etiam, *adv. and conj.*, even; etiam  
 sī, even if, although  
 excēdō, -ere, -cessī, -cessus, go  
 out, depart  
 excipiō, -ere, -cēpī, -ceptus, re-  
 ceive  
 excitō, -āre, -āvī, -ātus, arouse  
 exclāmō, -āre, -āvī, -ātus, cry  
 out, exclaim  
 excutiō, -ere, -cussī, -cussus,  
 shake out  
 exemplum, -ī, *n.*, example  
 exerceō, -ēre, -uī, -ītus, train,  
 exercise  
 exercitus, -ūs, *m.*, army  
 existimō, -āre, -āvī, -ātus, think,  
 believe, regard  
 exitus, -ūs, *m.*, end, exit  
 expeditus, -a, -um, *adj.*, un-  
 hindered  
 expellō, -ere, -pulī, -pulsus, drive  
 out  
 expleō, -ēre, -ēvī, -ētus, fill out,  
 fill  
 explōrātor, -ōris, *m.*, scout  
 expōnō, -ere, -posuī, -positus,  
 place out, set forth  
 expugnō, -āre, -āvī, -ātus, take  
 by storm, capture  
 exsilium, exsilī, *n.*, exile  
 expectō, -āre, -āvī, -ātus, wait  
 for, await  
 exstruō, -ere, -strūxī, -strūctus,  
 construct  
 extrā, *prep. with acc.*, outside of,  
 beyond  
 extrahō, -ere, -trāxī, -trāctus,  
 draw out, drag out, rescue  
 exūrō, -ere, -ussī, -ūstus, burn  
 up, consume

fābula, -ae, *f.*, story, tale  
 facile, *adv.*, easily  
 facilis, -e, easy  
 faciō, -ere, fēcī, factus, do, make  
 factum, -ī, *n.*, deed  
 facultās, -ātis, *f.*, ease, facility,  
 chance, skill  
 falx, falcis, *f.*, hooked knife  
 fāma, -ae, *f.*, reputation, fame,  
 news  
 familia, -ae, *f.*, family, household  
 familiāris, -is, *m.*, intimate friend  
 fātum, -ī, *n.*, fate  
 favor, -ōris, *m.*, good will, favor  
 fēliciter, *adv.*, successfully, happily  
 fēmina, -ae, *f.*, woman  
 ferculum, -ī, *n.*, tray  
 fēriae, -ārum, *f. plur.*, holidays  
 ferōciter, *adv.*, fiercely  
 ferōx, ferōcis, fierce, cruel  
 fertilis, -e, fertile  
 ferula, -ae, *f.*, rod  
 fidēlis, -e, faithful  
 fidēs, -eī, *f.*, faith, trust, confidence  
 fidus, -a, -um, trustworthy, faith-  
 ful  
 fīlia, -ae, *f.*, daughter  
 fīlius, fīlī, *m.*, son  
 finiō, -īre, -īvī, -ītus, end, come  
 to an end, finish  
 finis, -is (-ium), *m.*, end; *plur.*,  
 territory  
 finitimus, -a, -um, neighboring,  
 adjacent  
 flecto, -ere, flexī, flexus, bend,  
 turn  
 flūmen, -inis, *n.*, river  
 fluō, -ere, fluxī, fluxus, flow  
 fluvius, fluvī, *m.*, stream, river  
 focus, -ī, *m.*, hearth, fireside  
 foedus, -eris, *n.*, treaty, agreement

fōns, fontis (-ium), *m.*, spring, fountain  
 fortasse, *adv.*, perhaps  
 forte, *adv.*, by chance, accidentally  
 fortis, -e, brave, courageous  
 fortiter, *adv.*, bravely  
 fortitūdō, -inis, *f.*, bravery, courage  
 fortūna, -ae, *f.*, fortune, lot  
 forum, -ī, *n.*, forum, market place  
 fossa, -ae, *f.*, ditch  
 frangō, -ere, frēgī, frāctus, break, tear down  
 frāter, -tris, *m.*, brother  
 fraus, fraudis, *f.*, fraud, wrong  
 frequentō, -āre, -āvī, -ātus, attend  
 frūmentum, -ī, *n.*, grain  
 frūstrā, *adv.*, in vain  
 fuga, -ae, *f.*, flight  
 fugiō, -ere, fūgī, fugitus, flee, run away  
 fugō, -āre, -āvī, -ātus, put to flight, rout  
 fundō, -ere, fūdī, fūsus, pour  
 galea, -ae, *f.*, helmet  
 gallīna, -ae, *f.*, hen  
 gaudium, gaudī, *n.*, joy  
 gemma, -ae, *f.*, precious stone  
 gēns, gentis (-ium), *f.*, tribe, nation  
 genus, generis, *n.*, kind, sort, family  
 gerō, -ere, gessī, gestus, wage, carry on; wear  
 gladiātor, -ōris, *m.*, gladiator  
 gladius, gladī, *m.*, sword  
 glōria, -ae, *f.*, glory, reputation  
 gradus, -ūs, *m.*, step  
 grātia, -ae, *f.*, gratitude, thanks;

grātiam habēre, to be thankful;  
 grātiās agere, to give thanks  
 grātus, -a, -um, pleasing, grateful, pleasant, welcome  
 gravis, -e, heavy, severe  
 graviter, *adv.*, heavily  
 grex, gregis, *m.*, herd, flock  
 gubernō, -āre, -āvī, -ātus, rule, govern

habeō, -ēre, -uī, -itus, have, hold  
 habitō, -āre, -āvī, -ātus, live, dwell, dwell in, inhabit  
 haereō, -ēre, haesī, haesus, remain fixed, stick  
 herba, -ae, *f.*, grass  
 herī, *adv.*, yesterday  
 hic, haec, hoc, *dem. adj. and pron.*, this; *pers. pron.*, he, she, it  
 hīc, *adv.*, here  
 hiems, hiemis, *f.*, winter  
 hinc, *adv.*, from here, hence  
 historia, -ae, *f.*, history  
 hodiē, *adv.*, today  
 homō, -inis, *m.*, man  
 honestās, -ātis, *f.*, honesty  
 honor, -ōris, *m.*, honor, office  
 hōra, -ae, *f.*, hour  
 horreō, -ēre, -uī, —, shudder, shudder at  
 horribilis, -e, horrible, frightful  
 hortus, -ī, *m.*, garden  
 hostis, -is (-ium), *m.*, enemy  
 hūc, *adv.*, hither, to this place  
 hūmānus, -a, -um, human  
 humilis, -e, low, humble

ibi, *adv.*, there, in that place  
 id, *pers. pron.*, it  
 idem, eadem, idem, *dem. adj. and pron.*, same

**idōneus, -a, -um**, fit, suitable  
**igitur, conj.**, therefore  
**ignāvus, -a, -um**, cowardly, lazy  
**ignis, -is (-ium), m.**, fire  
**ignōrō, -āre, -āvi, -ātus**, not know, be ignorant  
**ignōtus, -a, -um**, unknown, strange  
**ille, illa, illud, dem. adj. and pron.**, that; *pers. pron.*, he, she, it  
**imāgō, imāginis, f.**, image  
**immēnsus, -a, -um**, huge, immense  
**impedimentum, -ī, n.**, hindrance; *plur.*, baggage  
**impediō, -īre, -īvī, -ītus**, hinder  
**impeditus, -a, -um, adj.**, hindered  
**impellō, -ere, -pulī, -pulsus**, drive on, impel  
**imperātor, -ōris, m.**, commander, general, emperor  
**imperātum, -ī, n.**, order, command  
**imperium, imperī, n.**, command, order, power, dominion  
**impetus, -ūs, m.**, attack  
**impleō, -ēre, -ēvī, -ētus**, fill in, fill  
**implicō, -āre, -āvi, -ātus**, entangle  
**implōrō, -āre, -āvi, -ātus**, beg, implore  
**impluvium, impluvī, n.**, impluvium  
**impōnō, -ere, -posuī, -positus**, place on, put on  
**in, prep. with abl.**, in, on; *with acc.*, into, toward, against  
**incipiō, -ere, -cēpī, -ceptus**, begin  
**incitō, -āre, -āvi, -ātus**, arouse, stir, incite  
**inclūdō, -ere, -clūsī, -clūsus**, confine, shut in

**incognitus, -a, -um**, unknown  
**incola, -ae, m.**, inhabitant  
**incolumis, -e**, unharmed, safe  
**inde, adv.**, thence, from that place, thereupon  
**inducō, -ere, -dūxī, -ductus**, lead on, lead to, influence  
**induō, -ere, -uī, -ūtus**, put on  
**industria, -ae, f.**, industry  
**infāns, -antis (-ium), m.**, child  
**ingenium, ingenī, n.**, ability  
**ingēns, ingentis**, mighty, huge, great  
**inimicus, -a, -um**, unfriendly  
**inimicus, -ī, m.**, enemy  
**inīquus, -a, -um**, unequal, unfair  
**initium, initī, n.**, beginning  
**injūria, -ae, f.**, injury, wrong  
**inopia, -ae, f.**, lack, want  
**inquit**, says he (she); said he (she)  
**inrumpō, -ere, -rūpī, -ruptus**, burst into  
**insīdiae, -ārum, f. plur.**, trick, stratagem  
**insigne, -is (-ium), n.**, decoration, badge  
**inspiciō, -ere, -spexī, -spectus**, look into  
**instruō, -ere, -strūxī, -strūctus**, draw up  
**insula, -ae, f.**, island  
**integer, -gra, -grum**, whole, fresh, unhurt  
**intellegō, -ere, -lēxī, -lēctus**, understand, learn  
**inter, prep. with acc.**, between, among  
**interdum, adv.**, sometimes  
**interficiō, -ere, -fēcī, -fectus**, kill  
**interim, adv.**, meanwhile

**intermittō, -ere, -mīsī, -missus,**  
stop, interrupt, cease

**interritus, -a, -um,** unafraid, un-  
terrified

**interrogō, -āre, -āvī, -ātus,** ask,  
inquire

**intrā, prep. with acc.,** within, in-  
side

**intrō, -āre, -āvī, -ātus,** go into,  
enter

**inveniō, -īre, -vēnī, -ventus,**  
come upon, find

**invictus, -a, -um,** unconquered

**ipse, ipsa, ipsum, intens. adj. and**  
*pron.,* self, himself, herself, itself;  
very

**īra, -ae, f.,** anger

**īrātus, -a, -um,** angry

**is, ea, id, dem. adj. and pron.,** this,  
that; *pers. pron.,* is, he; ea, she;  
id, it

**ita, adv.,** thus, as follows; **ita vērō,**  
yes

**itaque, conj.,** and so, therefore

**iter, itineris, n.,** journey, march

**iterum, adv.,** again

**jaceō, -ēre, -uī, —,** lie

**jaciō, -ere, jēcī, jactus,** throw,  
hurl

**jactō, -āre, -āvī, -ātus,** throw,  
toss

**jam, adv.,** now, already; **jam prī-**  
**dem, adv.,** long ago, for a long  
time

**jānitor, -ōris, m.,** doorkeeper

**jānuā, -ae, f.,** door, doorway

**jubeō, -ēre, jussī, jussus,** order,  
command

**jūdicō, -āre, -āvī, -ātus,** judge

**jugum, -ī, n.,** yoke

**jūmentum, -ī, n.,** beast of burden  
**jungō, -ere, jūnxī, jūctus,** join  
**jūrō, -āre, -āvī, -ātus,** swear,  
take oath

**jūs, jūris, n.,** right, law, power  
**jūsūrāndum, jūrisjūrāndī, n.,**  
oath

**juvenis, -is, m.,** young man

**juvō, -āre, jūvī, jūtus,** aid, help,  
assist

**labor, -ōris, m.,** toil, work

**labōrō, -āre, -āvī, -ātus,** work,  
toil

**lacrima, -ae, f.,** tear

**laetus, -a, -um,** happy, glad

**lanterna, -ae, f.,** lantern

**lapis, -idis, m.,** stone

**lātītūdō, -inis, f.,** width, breadth

**latrō, latrōnis, m.,** brigand

**latus, lateris, n.,** side

**lātus, -a, -um,** wide, broad, ex-  
tensive

**laudō, -āre, -āvī, -ātus,** praise

**laus, laudis, f.,** praise, glory

**lavō, -āre, lāvī, lautus,** wash,  
bathe

**lectīca, -ae, f.,** litter

**lectus, -ī, m.,** couch, bed

**lēgātiō, -ōnis, f.,** embassy, depu-  
tation

**lēgātus, -ī, m.,** lieutenant, officer;  
envoy

**legiō, -ōnis, f.,** legion

**legō, -ere, lēgī, lēctus,** read;  
gather

**lēgō, -āre, -āvī, -ātus,** appoint

**levis, -e,** light

**lēx, lēgis, f.,** law

**libenter, adv.,** willingly, gladly

**liber, librī, m.,** book

**liber, -era, -erum**, free  
**liberī, -ōrum, *m. plur.***, children  
**liberō, -āre, -āvī, -ātus**, set free, liberate  
**libertās, -ātis, *f.***, liberty  
**licet, -ēre, licuit, —**, it is permitted, one may  
**licitor, -ōris, *m.***, licitor  
**ligō, -āre, -āvī, -ātus**, bind  
**lingua, -ae, *f.***, tongue; language  
**litera, -ae, *f.***, letter; *plur.*, letter, epistle  
**litus, -oris, *n.***, shore  
**locō, -āre, -āvī, -ātus**, place, put, station  
**locus, -ī, *m.* (*plur.*, loca, -ōrum, *n.*)**, place  
**longē, *adv.***, far  
**longus, -a, -um**, long  
**lucerna, -ae, *f.***, lamp  
**lūdō, -ere, lūsī, lusus**, play  
**lūdus, -ī, *m.***, school; game, sport  
**lūna, -ae, *f.***, moon  
**lupa, -ae, *f.***, wolf  
**lux, lūcis, *f.***, light  
  
**maculō, -āre, -āvī, -ātus**, spot, spoil  
**magicus, -a, -um**, magic  
**magis, *adv.***, more  
**magister, -trī, *m.***, master, teacher  
**magnitūdō, -inis, *f.***, size  
**magnopere, *adv.***, greatly  
**magnus, -a, -um**, great, large  
**male, *adv.***, badly  
**maleficium, malefici, *n.***, wicked deed  
**malus, -a, -um**, bad, wicked  
**maneō, -ēre, mānsī, mānsus**, remain, stay  
**manus, -ūs, *f.***, hand; group, band

**mappa, -ae, *f.***, napkin, towel  
**mare, -is (-ium), *n.***, sea  
**marīta, -ae, *f.***, wife  
**maritimus, -a, -um**, sea (belonging to the sea); seaside  
**marītus, -ī, *m.***, husband  
**māter, mātris, *f.***, mother  
**māteria, -ae, *f.***, timber  
**mātrimōnium, mātrimōnī, *n.***, matrimony  
**mātrōna, -ae, *f.***, lady  
**maximē, *adv.***, greatly, especially, most  
**maximus, -a, -um**, very large, greatest, largest  
**medicus, -ī, *m.***, doctor  
**medius, -a, -um**, middle, middle of  
**memoria, -ae, *f.***, memory  
**mēns, mentis, *f.***, mind, thought, purpose  
**mēnsa, -ae, *f.***, table  
**mēnsis, -is (-ium), *m.***, month  
**mereō, -ēre, -uī, -itus**, deserve, merit, earn  
**mergō, -ere, mersī, mersus**, plunge, sink  
**merīdiēs, -ēī, *m.***, midday, noon  
**mēta, -ae, *f.***, goal  
**meus, -a, -um**, my, mine  
**mī (*voc. of meus*)**, my  
**migrō, -āre, -āvī, -ātus**, move  
**mīles, -itis, *m.***, soldier  
**mīlle (*plur. mīlia, -ium*)**, thousand  
**minimē, *adv.***, by no means, not at all, no  
**minus, -a, -um**, smallest, least  
**minus, *adv.***, less  
**miser, -era, -erum**, poor, wretched  
**mītis, -e**, gentle  
**mittō, -ere, misī, missus**, send  
**modus, -ī, *m.***, way, manner

**moenia, -ium, *n. plur.***, walls  
**moneō, -ēre, -uī, -itus**, warn, advise, admonish  
**mōns, montis (-ium), *m.***, mountain  
**mōnstrum, -ī, *n.***, monster  
**montānī, -ōrum, *m. plur.***, dwellers on the mountains  
**monumentum, -ī, *n.***, monument, memorial, tomb  
**mora, -ae, *f.***, delay  
**mors, mortis (-ium), *f.***, death  
**mōs, mōris, *m.***, custom  
**moveō, -ēre, mōvī, mōtus**, move, excite, stir  
**mox, *adv.***, soon  
**mulier, -eris, *f.***, woman  
**multitūdō, -inis, *f.***, great number, crowd  
**multō, *adv.***, much  
**multus, -a, -um**, much; *plur.*, many  
**mūniō, -īre, -īvī, -ītus**, build, fortify  
**mūnus, -eris, *n.***, task, gift  
**mūrus, -ī, *m.***, wall  
**mūtō, -āre, -āvī, -ātus**, change  
  
**nam, *conj.***, for  
**namque, *conj.***, for  
**nārrō, -āre, -āvī, -ātus**, tell, narrate  
**natō, -āre, -āvī, -ātus**, swim  
**nātūra, -ae, *f.***, nature  
**nauta, -ae, *m.***, sailor  
**nāvicula, -ae, *f.***, boat  
**nāvigium, nāvigī, *n.***, boat, vessel, ship  
**nāvigō, -āre, -āvī, -ātus**, sail  
**nāvis, -is (-ium), *f.***, ship  
**-ne, enclitic, sign of a question**

**nē . . . quidem, *adv.***, not even  
**nec = neque; nec . . . nec**, neither . . . nor  
**necessārius, -a, -um**, necessary  
**necesse, indecl. *adj.***, necessary  
**necō, -āre, -āvī, -ātus**, kill  
**neglegō, -ere, -lēxī, -lēctus**, neglect  
**negō, -āre, -āvī, -ātus**, deny, refuse, say no  
**negōtium, negōtī, *n.***, business, work, task  
**nēmō (*dat. nēminī, acc. nēminem*)**, *m.*, no one  
**nepōs, -ōtis, *m.***, grandson  
**neque, *conj.***, and not, nor; **neque . . . neque**, neither . . . nor  
**nihil, *n., indecl.***, nothing  
**nimius, -a, -um**, too great  
**nōbilis, -e, noble, highborn; nōbilēs, -ium, *m. plur.***, the nobles  
**nōlī, nōlite**, do not  
**nōmen, -inis, *n.***, name  
**nōminō, -āre, -āvī, -ātus**, name  
**nōn, *adv.***, not; **nōn diūtius**, no longer; **nōn jam**, no longer; **nōn solum . . . sed etiam**, not only . . . but also  
**nōndum, *adv.***, not yet  
**nōnne, *adv.***, not? (*suggests an affirmative answer*)  
**nōnus, -a, -um**, ninth  
**noster, -tra, -trum**, our, ours  
**nōtus, -a, -um**, well known, famous  
**novem, indecl. *num.***, nine  
**novus, -a, -um**, new  
**nox, noctis (-ium), *f.***, night  
**nūllus, -a, -um**, not any, none, no  
**num, *adv.***, *suggests a negative answer*

**numerō, -āre, -āvi, -ātus**, count,  
count out

**numerus, -ī, m.**, number

**numquam, adv.**, never

**nunc, adv.**, now

**nūntiō, -āre, -āvi, -ātus**, tell, an-  
nounce, report

**nūntius, nūntī, m.**, messenger

**nusquam, adv.**, nowhere

**nympha, -ae, f.**, nymph

**ob, prep. with acc.**, on account of,  
because of

**obicō, -ere, -jēcī, -jectus**, throw  
against

**obses, -idis, m.**, hostage

**obsidē, -ēre, -sēdī, -sessus**, be-  
siege

**obstringō, -ere, -strīnxī, -stric-  
tus**, bind

**obtinē, -ēre, -uī, -tentus**, hold,  
secure, get hold of

**occāsio, -ōnis, f.**, chance, oppor-  
tunity

**occidō, -ere, -cīdī, -cīsus**, kill

**occultō, -āre, -āvi, -ātus**, conceal

**occultus, -a, -um**, hidden, con-  
cealed

**occupō, -āre, -āvi, -ātus**, seize,  
lay hold of

**ōceanus, -ī, m.**, ocean

**octāvus, -a, -um**, eighth

**octō, indecl. num.**, eight

**oculus, -ī, m.**, eye

**offendō, -ere, -fendī, -fēnsus**,  
offend

**officium, offici, n.**, duty

**ōlim, adv.**, formerly, once

**ōmen, ōminis, n.**, omen

**omnīnō, adv.**, entirely, altogether

**omnis, -e, all**

**opera, -ae, f.**, work, attention  
**oportet, -ēre, oportuit, —**, it is  
necessary, it behooves (one)

**oppidānus, -ī, m.**, townsman

**oppidum, -ī, n.**, town

**oppugnātiō, -ōnis, f.**, attack

**oppugnō, -āre, -āvi, -ātus**, at-  
tack, besiege

**optimē, adv.**, very well, excellently

**optimus, -a, -um**, very good, best

**opus, operis, n.**, work

**ōra, -ae, f.**, shore

**ōrāculum, -ī, n.**, oracle

**ōrātiō, -ōnis, f.**, speech, oration

**ōrātor, -ōris, m.**, orator

**orbis, -is (-ium), m.**, circle; **orbis  
terrārum**, the earth

**ōrdō, -inis, m.**, rank, class, order

**ōrnāmentum, -ī, n.**, adornment,  
ornament, jewel

**ōrnō, -āre, -āvi, -ātus**, adorn, deck

**ōrō, -āre, -āvi, -ātus**, ask for,  
plead for, beg

**ostendō, -ere, -tendī, -tentus**,  
show

**ōstium, ōstī, n.**, entrance, doorway

**ōtium, ōtī, n.**, leisure

**paedagōgus, -ī, m.**, paedagogus,  
servant (in charge of young  
boys)

**paene, adv.**, almost

**paeninsula, -ae, f.**, peninsula

**pār, paris, equal**

**parātus, -a, -um**, ready, prepared

**parō, -āre, -āvi, -ātus**, prepare,  
make ready

**pars, partis (-ium), f.**, part, share

**parum, adv.**, too little

**parvus, -a, -um**, little, small

**passus, -ūs, m.**, step, pace

pāstor, -ōris, *m.*, shepherd  
 pater, patris, *m.*, father  
 paternus, -a, -um, paternal  
 patientia, -ae, *f.*, patience  
 patria, -ae, *f.*, native land, one's  
 country

patruus, -ī, *m.*, uncle  
 paucī, -ae, -a, few, only a few  
 paulisper, *adv.*, a little while  
 paulō, *adv.*, a little, by a little  
 pāx, pācis, *f.*, peace  
 pecūnia, -ae, *f.*, money  
 pedes, -itis, *m.*, foot soldier  
 pellō, -ere, pepulī, pulsus, drive  
 pendō, -ere, pependī, pēnsus,  
 hang, weigh; pay  
 penetrō, -āre, -āvī, -ātus, pene-  
 trate

penna, -ae, *f.*, feather  
 per, *prep.* with *acc.*, through,  
 throughout  
 perdūcō, -ere, -dūxī, -ductus,  
 lead through, lead, conduct  
 pereō, -īre, perīī, peritus, perish,  
 die  
 perficiō, -ere, -fēcī, -fectus,  
 complete

perfidia, -ae, *f.*, treachery  
 perfidus, -a, -um, treacherous  
 periculum, -ī, *n.*, danger, peril  
 peristīlium, peristīlī, *n.*, peristyle  
 peritus, -a, -um, skilled, experi-  
 enced  
 permaneō, -ēre, -mānsī, -mān-  
 sus, remain through, remain  
 permittō, -ere, -mīsī, -missus,  
 allow, intrust  
 permoveō, -ēre, -mōvī, -mōtus,  
 thoroughly move, disturb, alarm  
 permūtō, -āre, -āvī, -ātus, ex-  
 change

persōna, -ae, *f.*, character, person  
 perspicīō, -ere, -spexī, -spectus,  
 see through, see, perceive  
 perterreō, -ēre, -uī, -itus, thor-  
 oughly frighten  
 pertineō, -ēre, -uī, -tentus, ex-  
 tend to, pertain  
 perveniō, -īre, -vēnī, -ventus,  
 come through, arrive  
 pēs, pedis, *m.*, foot  
 petō, -ere, petivī, petitus, seek,  
 ask  
 pictūra, -ae, *f.*, picture, illustra-  
 tion  
 pīlum, -ī, *n.*, javelin  
 piscātor, -ōris, *m.*, fisherman  
 plānus, -a, -um, flat, level  
 plēnus, -a, -um, full  
 plōrō, -āre, -āvī, -ātus, lament,  
 regret; weep  
 plūs, plūris (*comp.* of *multus*),  
 more  
 poena, -ae, *f.*, punishment, pen-  
 alty  
 poēta, -ae, *m.*, poet  
 pollex, pollicis, *m.*, thumb  
 pōmum, -ī, *n.*, apple  
 pōnō, -ere, posuī, positus, put,  
 place  
 pōns, pontis (-ium), *m.*, bridge  
 populus, -ī, *m.*, people  
 porcus, -ī, *m.*, pig  
 porta, -ae, *f.*, gate, entrance, door  
 portō, -āre, -āvī, -ātus, carry,  
 bring  
 possideō, -ēre, -sēdī, -sessus,  
 own, have, possess  
 possum, posse, potuī, —, be able,  
 can  
 post, *adv.*, afterwards, after this  
 post, *prep.* with *acc.*, after, behind



**postea**, *adv.*, afterwards  
**posterī, -ōrum**, *m. plur.*, descendants  
**posterus, -a, -um**, next, following  
**postquam**, *conj.*, after  
**postulō, -āre, -āvī, -ātus**, demand  
**potēns, -entis**, powerful  
**potestās, -ātis, f.**, power  
**praebeō, -ēre, -uī, -itus**, furnish, offer, present  
**praeclārus, -a, -um**, very noted, distinguished  
**praeda, -ae, f.**, booty, plunder, prey  
**praeficiō, -ere, -fēcī, -fectus**, put in command  
**praemittō, -ere, -mīsī, -missus**, send ahead  
**praemium, praemī, n.**, reward  
**praesēns, -entis**, in person  
**praesertim, adv.**, especially  
**praesidium, praesidī, n.**, defense, protection; guard  
**praestō, -āre, -stitī, -stitus**, excel; exhibit  
**praesum, -esse, -fui, -futūrus**, be in charge of  
**praeter, prep. with acc.**, beyond  
**praeterea, adv.**, besides, moreover  
**praetōrium, praetōrī, n.**, general's tent  
**prehendō, -ere, -hendī, -hēnsus**, grasp, seize, take hold of  
**premō, -ere, pressī, pressus**, press, press hard, overwhelm  
**pretiōsus, -a, -um**, precious, valuable, costly  
**pretium, pretī, n.**, price  
**prīmō, adv.**, at first, in the beginning  
**primum, adv.**, first, first of all

**prīmus, -a, -um**, first  
**prīnceps, -ipis, m.**, leader, chief  
**privō, -āre, -āvī, -ātus**, deprive, rob  
**prō, prep. with abl.**, in behalf of, for; in front of  
**probō, -āre, -āvī, -ātus**, approve, approve of; prove  
**prōcēdō, -ere, -cessī, -cessus**, go forward, advance, proceed  
**procul, adv.**, at a distance, afar, far  
**prōdūcō, -ere, -dūxī, -ductus**, lead out, lead forward  
**proelium, proelī, n.**, battle, combat  
**prōficiō, -ere, -fēcī, -fectus**, accomplish  
**prohibeō, -ēre, -hibuī, -hibitus**, prevent, keep off, prohibit  
**prōiciō, -ere, -jēcī, -jectus**, throw forward  
**prōnūntiō, -āre, -āvī, -ātus**, announce, proclaim  
**prope, prep. with acc.**, near  
**properō, -āre, -āvī, -ātus**, hurry, hasten  
**propinquus, -a, -um**, near  
**propinquus, -ī, m.**, relative  
**prōpōnō, -ere, -posuī, -positus**, place before, set before, propose  
**proprius, -a, -um**, one's own  
**propter, prep. with acc.**, because of, on account of  
**prōvincia, -ae, f.**, province  
**proximus, -a, -um**, very near, close by, next  
**prūdēns, -entis**, wise  
**pūblicus, -a, -um**, public  
**pudor, -ōris, m.**, shame  
**puella, -ae, f.**, girl  
**puer, puerī, m.**, boy

pugna, -ae, *f.*, fight, battle  
 pugnō, -āre, -āvī, -ātus, fight  
 pulcher, -chra, -chrum, beautiful,  
 pretty

pulchritūdō, -inis, *f.*, beauty  
 pupa, -ae, *f.*, doll  
 pūrus, -a, -um, clean, white, pure  
 putō, -āre, -āvī, -ātus, think,  
 reckon  
 putridus, -a, -um, rotten

quadriga, -ae, *f.*, four-horse chariot  
 quaerō, -ere, -sīvī, -sītus, ask,  
 seek  
 quālis, -e, what sort, what kind  
 (of)

quam, *adv.*, how! what a!  
 quam, *conj.*, than  
 quamquam, *conj.*, although  
 quandō, *adv.*, when  
 quantus, -a, -um, how great  
 quārtus, -a, -um, fourth  
 quasi, *adv. and conj.*, as if  
 quattuor, *indecl. num.*, four  
 quattuordecim, *indecl. num.*, four-  
 teen

-que, *enclitic conj.*, and  
 quī, quae, quod, *rel. pron.*, who,  
 which, what, that  
 quidem, *adv.*, to be sure, certainly  
 quiēs, -ētis, *f.*, rest, quiet  
 quīndecim, *indecl. num.*, fifteen  
 quīnque, *indecl. num.*, five  
 quīntus, -a, -um, fifth  
 quis (quī), quae, quid (quod),  
*interrog. pron. and adj.*, who?  
 what? which?

quō, *adv.*, whither  
 quōcumque, *adv.*, in whatever di-  
 rection  
 quod, *conj.*, because

quondam, *adv.*, formerly, once  
 upon a time  
 quoque, *adv.*, also, too  
 quot, *indecl. adj.*, how many

rādix, -icis, *f.*, root  
 rapiō, -ere, -uī, -tus, seize  
 ratiō, -ōnis, *f.*, plan, method,  
 reason

recēns, -entis, recent  
 recipiō, -ere, -cēpī, -ceptus, take  
 back, receive

recitō, -āre, -āvī, -ātus, recite  
 rēctē, *adv.*, rightly  
 recuperō, -āre, -āvī, -ātus, re-  
 cover

recūsō, -āre, -āvī, -ātus, refuse  
 reddō, -ere, -didī, -ditus, give  
 back, restore

redigō, -ere, -ēgī, -āctus, reduce,  
 bring under

reditus, -ūs, *m.*, return  
 reducō, -ere, -dūxī, -ductus, lead  
 back

reficiō, -ere, -fēcī, -fectus, re-  
 pair

rēgia, -ae, *f.*, palace, royal abode  
 rēgina, -ae, *f.*, queen

regiō, -ōnis, *f.*, region  
 rēgius, -a, -um, royal

rēgnō, -āre, -āvī, -ātus, rule,  
 reign

rēgnum, -ī, *n.*, kingdom, realm  
 regō, -ere, rēxī, rēctus, rule,  
 guide

relinquō, -ere, reliquī, relictus,  
 leave, abandon

reliquus, -a, -um, rest of, remain-  
 ing; *plur.*, the rest

remittō, -ere, -mīsī, -missus,  
 send back

removeō, -ēre, -mōvī, -mōtus,  
 take back, remove  
 rēmus, -ī, *m.*, oar  
 renovō, -āre, -āvī, -ātus, renew,  
 begin again  
 renūntiō, -āre, -āvī, -ātus, report  
 repellō, -ere, reppulī, repulsus,  
 drive back, repulse  
 reperiō, -īre, repperī, repertus,  
 find, find out  
 reportō, -āre, -āvī, -ātus, bring  
 back, gain, win  
 repudiō, -āre, -āvī, -ātus, reject,  
 refuse  
 rēs, rei, *f.*, thing; rēs publica, rei  
 publicae, *f.*, state, republic, com-  
 monwealth  
 resistō, -ere, -stitī, —, resist  
 respondeō, -ēre, -spondī, -spōn-  
 sus, answer, reply  
 respōnsum, -ī, *n.*, answer, re-  
 sponse  
 rēte, rētis, *n.*, net  
 retineō, -ēre, -tinuī, -tentus, re-  
 tain, hold back  
 revocō, -āre, -āvī, -ātus, recall,  
 call back  
 rēx, rēgis, *m.*, king  
 rīdeō, -ēre, rīsī, rīsus, laugh,  
 smile, laugh at  
 rīma, -ae, *f.*, crevice, crack, rift  
 rīpa, -ae, *f.*, bank  
 rogō, -āre, -āvī, -ātus, ask  
 rosa, -ae, *f.*, rose  
 rota, -ae, *f.*, wheel  
 ruber, -bra, -brum, red  
 ruīna, -ae, *f.*, ruin  
 rumpō, -ere, rūpī, ruptus, break,  
 destroy  
 rūpēs, -is (-ium), *f.*, rock, cliff  
 rūrsus, *adv.*, again

sacer, -cra, -crum, sacred  
 sacrificium, sacrificī, *n.*, sacrifice,  
 offering  
 saepe, *adv.*, often  
 sagitta, -ae, *f.*, arrow  
 salūs, -ūtis, *f.*, safety  
 salūtō, -āre, -āvī, -ātus, greet,  
 salute  
 salvē, salvēte, hail! greetings!  
 sanguis, -inis, *m.*, blood  
 sapientia, -ae, *f.*, wisdom  
 sarcina, -ae, *f.*, pack  
 satis, *adj. and adv.*, enough, suffi-  
 cient  
 satisfaciō, -ere, -fēcī, -factus,  
 satisfy  
 saxum, -ī, *n.*, rock  
 scaena, -ae, *f.*, scene  
 scālae, -ārum, *f. plur.*, ladders  
 scandō, -ere, —, —, climb  
 scelerātus, -a, -um, wicked  
 sciō, -īre, -īvī, -ītus, know  
 scriba, -ae, *m.*, clerk  
 scribō, -ere, scrīpsī, scrīptus,  
 write  
 scriptor, -ōris, *m.*, writer  
 scūtum, -ī, *n.*, shield  
 secō, -āre, secuī, sectus, cut  
 sēcrētus, -a, -um, secret  
 secundus, -a, -um, second  
 sed, *conj.*, but  
 sedeō, -ēre, sēdī, sessus, sit  
 sēdēs, -is (-ium), *f.*, dwelling-  
 place  
 sella, -ae, *f.*, stool  
 semper, *adv.*, always  
 senātor, -ōris, *m.*, senator  
 senātus, -ūs, *m.*, senate  
 senectūs, -ūtis, *f.*, old age  
 senex, senis, *m.*, old man  
 sententia, -ae, *f.*, motto, opinion

**sentiō, -īre, sēnsī, sēnsus**, feel,  
 be aware of  
**septem, indecl. num.**, seven  
**septimus, -a, -um**, seventh  
**sermō, -ōnis, m.**, talk, conversation  
**serva, -ae, f.**, slave, maidservant  
**servō, -āre, -āvī, -ātus**, save, preserve  
**servus, -ī, m.**, slave, servant, manservant  
**sevērus, -a, -um**, severe, stern, strict  
**sex, indecl. num.**, six  
**sextus, -a, -um**, sixth  
**sī, conj.**, if  
**sīc, adv.**, thus, in this way, so  
**signifer, -erī, m.**, standard bearer  
**signum, -ī, n.**, signal, sign  
**silva, -ae, f.**, wood, forest  
**similis, -e**, like, similar  
**similitūdō, -inis, f.**, likeness  
**simul, adv.**, at the same time;  
 simul ac, as soon as  
**simulācrum, -ī, n.**, image  
**sīn, conj.**, but if  
**sine, prep. with abl.**, without  
**singulāris, -e**, singular, remarkable  
**sinister, -tra, -trum**, left  
**sinistra, -ae, f.**, left hand  
**sinus, -ūs, m.**, fold  
**sistō, -ere, stitī, status**, stand, set  
**situs, -a, -um**, situated, located  
**socius, sociī, m.**, comrade, friend, ally  
**sōl, sōlis, m.**, sun  
**sōlus, -a, -um**, alone, lonely  
**solvō, -ere, solvī, solūtus**, loosen, unfasten

**somnus, -ī, m.**, sleep, slumber  
**soror, -ōris, f.**, sister  
**spatium, spatī, n.**, space, room, distance  
**specimen, -inis, n.**, example  
**spectāculum, -ī, n.**, show, spectacle  
**spectātor, -ōris, m.**, spectator  
**spectō, -āre, -āvī, -ātus**, look at, look on  
**speculum, -ī, n.**, mirror  
**spērō, -āre, -āvī, -ātus**, hope, hope for  
**spēs, speī, f.**, hope  
**spīrō, -āre, -āvī, -ātus**, breathe, be alive  
**splendidus, -a, -um**, splendid, fine  
**spoliō, -āre, -āvī, -ātus**, rob, despoil, take away  
**statim, adv.**, at once, immediately  
**statua, -ae, f.**, statue  
**statuō, -ere, -uī, -ūtus**, set up, place  
**stilus, -ī, m.**, stilus  
**stō, stāre, steti, stātus**, stand  
**stola, -ae, f.**, stole, gown  
**stringō, -ere, strīnxī, strictus**, draw, unsheathe  
**struō, struere, strūxī, strūctus**, build  
**studeō, -ēre, -uī, —**, desire, be eager to  
**studium, studi, n.**, zeal, eagerness; study  
**stupeō, -ēre, -uī, —**, be dazed, be amazed  
**sub, prep. with acc. and abl.**, under; at the foot of  
**subitō, adv.**, suddenly  
**sublicius, -a, -um**, built on piles

submittō, -ere, -mīsi, -missus,  
dispatch

subsellium, subsellī, *n.*, seat,  
bench

subsidium, subsidī, *n.*, help, as-  
sistance

succēdō, -ere, -cessī, -cessus,  
follow

suī, *reflex. pron.*, of himself (her-  
self, itself, themselves)

sum, esse, fuī, futūrus, be

summus, -a, -um, greatest, highest

sūmō, -ere, sūmpsī, sūmptus,  
take, undertake; sūmere suppli-

cium dē, inflict punishment on

super, *prep. with acc.*, above, over

superbia, -ae, *f.*, pride

superbus, -a, -um, proud, haughty

superō, -āre, -āvī, -ātus, over-  
come, defeat

supersum, -esse, -fuī, -futūrus,  
be left, survive

supplicium, supplicī, *n.*, punish-  
ment

sustineō, -ēre, -uī, -tentus, en-  
dure, withstand

suus, -a, -um, *reflex.*, his, her, its,  
their (own)

tabella, -ae, *f.*, tablet

taberna, -ae, *f.*, shop, store

tablinum, -ī, *n.*, tablinum

tabula, -ae, *f.*, table, map

taceō, -ēre, -uī, -itus, be silent

tacitus, -a, -um, silent, still

tālāria, -ium, *n. plur.*, winged san-  
dals

tamen, *conj.*, nevertheless, yet

tandem, *adv.*, at last, finally

tangō, -ere, tetigī, tāctus, touch

tantus, -a, -um, so great

tardus, -a, -um, slow, late, tardy

tēctum, -ī, *n.*, roof, covering

tēlum, -ī, *n.*, weapon

tempestās, -ātis, *f.*, storm

templum, -ī, *n.*, temple

temptō, -āre, -āvī, -ātus, try, at-  
tempt; tempt

tempus, -oris, *n.*, time

teneō, -ēre, -uī, —, hold, keep

tergum, -ī, *n.*, back

terminus, -ī, *m.*, end, limit, bound-  
ary

terra, -ae, *f.*, land, country, earth,  
ground

terreō, -ēre, -uī, -itus, frighten,  
scare

terror, -ōris, *m.*, terror, fright

tertius, -a, -um, third

timeō, -ēre, -uī, —, fear, be  
afraid of; be afraid

timidus, -a, -um, frightened, timid

timor, -ōris, *m.*, fear

toga, -ae, *f.*, toga

togātus, -a, -um, dressed in the  
toga

totiēns, *adv.*, so many times

tōtus, -a, -um, whole, all, entire

trādō, -ere, -didī, -ditus, hand  
over, surrender

trahō, -ere, trāxī, trāctus, drag,  
draw, pull

trāciō, -ere, -jēcī, -jectus, throw  
across; cross

trānō, -āre, -āvī, -ātus, swim  
across

tranquillus, -a, -um, calm, serene

trāns, *prep. with acc.*, across, over

trānsmarīnus, -a, -um, across the  
sea

trānsportō, -āre, -āvī, -ātus,  
carry over, carry across

trecentī, -ae, -a, three hundred  
 tredecim, *indecl. num.*, thirteen  
 trēs, tria, three  
 tribūnus, -ī, *m.*, tribune  
 tribuō, -ere, -uī, -ūtus, give,  
 grant, bestow  
 triclinium, triclinī, *n.*, triclinium,  
 dining-room  
 tridēns, -entis, *m.*, trident  
 trīduum, -ī, *n.*, a space of three  
 days  
 trīgintā, *indecl. num.*, thirty  
 tristis, -e, sad, disagreeable  
 triumphus, -ī, *m.*, triumph, triumphal procession  
 tū, *pers. pron.*, you  
 tuba, -ae, *f.*, trumpet  
 tum, *adv.*, then  
 tunica, -ae, *f.*, tunic  
 turba, -ae, *f.*, crowd  
 turbō, -āre, -āvī, -ātus, disturb,  
 stir up  
 turris, turris (-ium), *f.*, tower  
 tūtus, -a, -um, safe, unharmed  
 tuus, -a, -um, your, yours (*of only one person*)

ubi, *adv.*, where; *conj.*, when  
 ūllus, -a, -um, any  
 ultrā, *prep. with acc.*, beyond  
 umbra, -ae, *f.*, shade, shadow  
 umquam, *adv.*, ever  
 unda, -ae, *f.*, wave  
 unde, *adv.*, whence  
 ūndecim, *indecl. num.*, eleven  
 undique, *adv.*, on all sides  
 ūnus, -a, -um, one  
 urbs, urbis (-ium), *f.*, city  
 ūsque, *adv.*, all the way, up to  
 ut, *conj.*, as  
 uxor, -ōris, *f.*, wife

vacuus, -a, -um, empty  
 vādō, -ere, —, —, go, walk  
 valē, valēte (*imper. of valeō*),  
 good-by, farewell  
 valeō, -ēre, -uī, -itus, be well, be strong  
 validus, -a, -um, strong, sturdy, robust  
 vāllum, -ī, *n.*, rampart  
 vāstō, -āre, -āvī, -ātus, lay waste, devastate  
 vehementer, *adv.*, greatly, earnestly  
 vehiculum, -ī, *n.*, carriage, wagon  
 vehō, -ere, vexī, vectus, carry, bear  
 vel, *conj.*, or; vel . . . vel, either . . . or  
 velut, *adv.*, as if  
 venēnum, -ī, *n.*, poison  
 veniō, -īre, vēnī, ventus, come  
 ventus, -ī, *m.*, wind  
 verbum, -ī, *n.*, word  
 vēritās, -ātis, *f.*, truth  
 vērō, *adv.*, truly; yes (*in reply to a question*)  
 vertō, -ere, vertī, versus, turn  
 vērus, -a, -um, true  
 vesper, -erī, *m.*, evening  
 vester, -tra, -trum, your, yours (*of more than one person*)  
 vestibulum, -ī, *n.*, entrance hall, vestibulum  
 vēstīgium, vēstīgī, *n.*, footprint, footstep  
 vestimentum, -ī, *n.*, clothing, garment  
 via, -ae, *f.*, way, street, road  
 vicīnus, -a, -um, neighboring, near  
 vicinus, -ī, *m.*, neighbor

victor, -ōris, *m.*, victor  
victōria, -ae, *f.*, victory  
victus, -a, -um, conquered  
vīcus, -ī, *m.*, street, village  
videō, -ēre, vīdī, vīsus, see  
vīgintī, *indecl. num.*, twenty  
vīlicus, -ī, *m.*, manager, steward  
vīlla, -ae, *f.*, villa, country house  
vinciō, -īre, vīnxī, vīnctus, bind  
vincō, -ere, vīcī, victus, conquer,  
overcome  
vīnctus, -a, -um, bound  
vinculum, -ī, *n.*, chain, bond  
viola, -ae, *f.*, violet  
violentus, -a, -um, violent  
vir, virī, *m.*, man  
virga, -ae, *f.*, rod, switch  
virgō, -inis, *f.*, maiden  
virtūs, -ūtis, *f.*, courage, valor,  
manliness, excellent quality

vīs, vīs, *f.*, violence, force  
vīsītō, -āre, -āvī, -ātus, visit, go  
to see  
vīta, -ae, *f.*, life  
vītō, -āre, -āvī, -ātus, avoid,  
escape  
vīvō, -ere, vīxī, vīctus, live  
vīvus, -a, -um, alive, living  
vocō, -āre, -āvī, -ātus, call  
volō, -āre, -āvī, -ātus, fly  
voluptās, -ātis, *f.*, pleasure  
volvō, -ere, volvī, volūtus, roll  
voveō, -ēre, vōvī, vōtus, promise,  
vow  
vōx, vōcis, *f.*, voice, word  
vulnerātus, -a, -um, wounded  
vulnerō, -āre, -āvī, -ātus, wound,  
injure  
vulnus, -eris, *n.*, wound  
vultus, -ūs, *m.*, countenance

# ENGLISH-LATIN VOCABULARY

The principal parts of the Latin verbs may be found in the Latin-English Vocabulary. The figure after a verb indicates the conjugation of the verb

- a, an,** *not translated*  
**abandon,** relinqūō, 3  
**about,** dē, *with abl.*  
**above,** super, *with acc.*  
**across,** trāns, *with acc.*  
**act,** agō, 3  
**adore,** adōrō, 1  
**adorn,** ōrnō, 1  
**advice,** cōnsilium, cōnsilī, *n.*  
**afterwards,** postea  
**against,** contrā *or* ad, *with acc.*  
**aged man,** senex, senis, *m.*  
**aid,** v., juvō, 1  
**aid,** n., auxilium, auxiliī, *n.*  
**Alexander,** Alexander, -drī, *m.*  
**all,** omnis, -e  
**ally,** socius, soci, *m.*  
**alone,** sōlus, -a, -um  
**also,** quoque, etiam  
**always,** semper  
**among,** inter *or* apud, *with acc.*  
**ample,** amplus, -a, -um  
**ancient,** antīquus, -a, -um  
**and,** et, -que  
**anger,** ira, -ae, *f.*  
**announce,** nūntiō, 1  
**approach,** appropinquō, 1  
**approve, approve of,** probō, 1  
**are,** *not translated if auxiliary;*  
*sum, if otherwise used*  
**arm,** armō, 1  
**arms,** arma, -ōrum, *n. plur.*  
**army,** exercitus, -ūs, *m.*  
**around,** circum, *with acc.*  
**arouse,** incitō, 1  
**arrive,** perveniō, 4  
**arrow,** sagitta, -ae, *f.*  
**as,** quod  
**ascend,** ascendō, 3  
**Asia,** Asia, -ae, *f.*  
**ask,** rogō, 1; petō, 3  
**at once,** statim  
**atrium,** ātrium, ātrī, *n.*  
**attack,** v., oppugnō, 1  
**attack,** n., impetus, -ūs, *m.*  
**authority,** auctōritās, auctōritā  
*tis, f.*  
**avoid,** vitō, 1  
**await,** exspectō, 1  
**away from,** ā *or* ab, *with abl.*  
**bad,** malus, -a, -um  
**bank,** rīpa, -ae, *f.*  
**battle,** proelium, proeli, *n.*; pugna,  
*-ae, f.*  
**be,** sum  
**be able,** possum  
**be absent,** absum  
**be silent,** taceō, 2  
**be wanting,** dēsum  
**because,** quod  
**because of,** *abl. of cause;* propter  
*or* ob, *with acc.*  
**before,** ante, *with acc.*



begin, incipiō, 3  
 beginning, initium, initī, *n.*  
 besiege, obsideō, 2  
 blame, *v.*, culpō, 1  
 boat, nāvicula, -ae, *f.*; nāvigium, nāvigī, *n.*  
 body, corpus, corporis, *n.*  
 bold, audāx, -ācis  
 boldness, audācia, -ae, *f.*  
 book, liber, -brī, *m.*  
 booty, praeda, -ae, *f.*  
 both . . . and, et . . . et  
 boy, puer, puerī, *m.*  
 brave, fortis, -e  
 bravely, fortiter  
 break, frangō, 3  
 brother, frāter, frātris, *m.*  
 build, aedificō, 1  
 building, aedificium, aedificī, *n.*  
 but, sed  
 by, ā or ab, with *abl.*, if agent; *abl.* alone, if means.

Caesar, Caesar, Caesaris, *m.*  
 call, vocō, 1  
 camp, castra, -ōrum, *n. plur.*  
 cannot, nōn potest, nōn possunt  
 captive, captīvus, -ī, *m.*  
 capture, capiō, 3; expugnō, 1  
 care, cūra, -ae, *f.*  
 care for, cūrō, 1  
 carry, portō, 1; vehō, 3  
 carry on, gerō, 3  
 cart, carrus, -ī, *m.*  
 cause, causa, -ae, *f.*  
 children, liberī, -ōrum, *m. plur.*  
 choose, dēligō, 3  
 citizen, cīvis, cīvis, *m.*  
 city, urbs, urbis, *f.*  
 clear, clārus, -a, -um  
 climb, scandō, 3

close, claudō, 3  
 come, veniō, 4  
 command, *v.*, jubeō, 2  
 command, *n.*, imperium, imperī, *n.*  
 commander, imperātor, imperā-tōris, *m.*; dux, ducis, *m.*  
 common, commūnis, -e  
 companion, comes, comitis, *m.*; socius, soci, *m.*  
 conceal, cēlō, 1  
 condemn, damnō, 1  
 condition, condiciō, condiciōnis, *f.*  
 confirm, cōfirmō, 1  
 conquer, vincō, 3; superō, 1  
 construct, aedificō, 1  
 consul, cōsul, cōsulis, *m.*  
 conversation, sermō, -ōnis, *m.*  
 Coriolanus, Coriolānus, -ī, *m.*  
 Cornelia, Cornēlia, -ae, *f.*  
 cottage, casa, -ae, *f.*  
 courage, virtūs, virtūtis, *f.*

daily, cotidiē  
 danger, periculum, -ī, *n.*  
 dare, audeō, 2  
 daughter, filia, -ae, *f.*  
 day, diēs, diēi, *m.*  
 death, mors, mortis, *f.*  
 deed, factum, -ī, *n.*  
 deep, altus, -a, -um  
 defeat, vincō, 3  
 defend, dēfendō, 3  
 delay, *n.*, mora, -ae, *f.*  
 delight, dēlectō, 1  
 deny, negō, 1  
 depart, discēdō, 3; excēdō, 3  
 descend, dēscendō, 3  
 desire, *v.*, cupiō, 3  
 desire, *n.*, cupiditās, -ātis, *f.*  
 desist, dēsistō, 3  
 despair, dēspērō, 1

**destroy**, vāstō, 1; dēleō, 2  
**determine**, cōstituō, 3  
**dignity**, dignitās, -ātis, *f.*  
**diligence**, diligentia, -ae, *f.*  
**dine**, cēnō, 1  
**dinner**, cēna, -ae, *f.*  
**distinguished**, nōtus, -a, -um  
**do**, agō, 3; faciō, 3  
**do not**, nōlī, nōlite  
**doorway**, jānuā, -ae, *f.*  
**dove**, columba, -ae, *f.*  
**down from**, dē, *with abl.*  
**drag**, trahō, 3  
**dread**, timeō, 2  
**drive**, agō, 3  
**duty**, officium, offici, *n.*

**eight**, octō  
**either . . . or**, vel . . . vel; aut . . . aut  
**elected**, creātus, -a, -um  
**elephant**, elephantus, -ī, *m.*  
**eloquence**, ēloquentia, -ae, *f.*  
**end**, finis, finis, *m.*  
**enemy**, inimicus, -ī, *m.*; hostis, hostis, *m.*  
**England**, Britannia, -ae, *f.*  
**enough**, satis  
**enter**, intrō, 1  
**equal**, aequus, -a, -um  
**Europe**, Eurōpa, -ae, *f.*  
**every day**, cotidie  
**evil**, malus, -a, -um  
**exercise**, exerceō, 2  
**exile**, exsilium, exsili, *n.*

**fair**, aequus, -a, -um  
**fall**, cadō, 3  
**fame**, fāma, -ae, *f.*  
**famous**, clārus, -a, -um  
**far**, longē  
**far away**, procul

**farmer**, agricola, -ae, *m.*  
**fate**, fātum, -ī, *n.*  
**father**, pater, patris, *m.*  
**fear**, *v.*, timeō, 2  
**fear**, *n.*, timor, timōris, *m.*  
**few**, paucī, -ae, -a  
**field**, ager, agrī, *m.*  
**fifth**, quīntus, -a, -um  
**fight**, *v.*, pugnō, 1  
**fight**, *n.*, proelium, proeli, *n.*; pugna, -ae, *f.*  
**find**, reperiō, 4  
**fire**, ignis, -is, *m.*  
**first**, prīmus, -a, -um  
**five**, quīnque  
**Flaccus**, Flaccus, -ī, *m.*  
**flee**, fugiō, 3  
**flight**, fuga, -ae, *f.*  
**fly**, volō, 1  
**food**, cibus, -ī, *m.*  
**foot soldier**, pedes, peditis, *m.*  
**for**, *sign of the dative*  
**for**, *conj.*, nam, enim  
**foreign**, aliēnus, -a, -um  
**forest**, silva, -ae, *f.*  
**fortify**, mūniō, 4  
**fortune**, fortūna, -ae, *f.*  
**four**, quattuor  
**free**, liberō, 1  
**friend**, amīcus, -ī, *m.*  
**friendship**, amīcitia, -ae, *f.*  
**frighten**, terreō, 2  
**from**, away from, ā *or* ab, *with abl.*; down from, dē, *with abl.*  
**out from**, ē *or* ex, *with abl.*  
**from here**, hinc  
**furnish**, praebeō, 2

**garden**, hortus, -ī, *m.*  
**garland**, corōna, -ae, *f.*  
**gate**, porta, -ae, *f.*

**Gaul**, Gallia, -ae, *f.*  
**general**, dux, ducis, *m.*; imperātor, imperātōris, *m.*  
**Germany**, Germānia, -ae, *f.*  
**gift**, dōnum, -ī, *n.*  
**girl**, puella, -ae, *f.*  
**give**, dō, 1  
**glory**, glōria, -ae, *f.*  
**go**, discēdō, 3  
**go into**, intrō, 1  
**god**, deus, -ī, *m.*  
**goddess**, dea, -ae, *f.*  
**gold**, aurum, -ī, *n.*  
**good**, bonus, -a, -um  
**good-by**, valē, valēte  
**grain**, frūmentum, -ī, *n.*  
**grateful**, grātus, -a, -um  
**great**, magnus, -a, -um  
**greatest**, maximus, -a, -um  
**greatly**, magnopere, vehementer  
**Greece**, Graecia, -ae, *f.*  
**Greek, a Greek**, Graecus, -ī, *m.*  
**greet**, salūtō, 1  
  
**hand**, manus, -ūs, *f.*  
**hand over**, trādō, 3  
**happy**, laetus, -a, -um  
**hard**, dūrus, -a, -um  
**hasten**, properō, 1; contendō, 3  
**have**, habeō, 2  
**he**, is  
**head**, caput, capitis, *n.*  
**hear**, audiō, 4  
**heavy**, gravis, -e  
**height**, altitūdō, -inis, *f.*  
**helmet**, galea, -ae, *f.*  
**help**, *v.*, juvō, 1  
**help**, *n.*, auxilium, auxiliī, *n.*  
**hen**, gallina, -ae, *f.*  
**her**, eius; **her (own)**, suus, -a, -um  
**here**, hīc

**hesitate**, dubitō, 1  
**hide**, cēlō, 1  
**high**, altus, -a, -um  
**himself**, *reflex.*, suī; *intens.*, ipse  
**hinder**, impediō, 4  
**his**, eius; **his (own)**, suus, -a, -um  
**hold**, teneō, 2  
**home**, domus, -ūs, *f.*  
**hope**, spēs, speī, *f.*  
**horse**, equus, -ī, *m.*  
**horseman**, eques, equitis, *m.*  
**hour**, hōra, -ae, *f.*  
**house**, aedēs, -ium, *f. plur.*  
**how**, quam  
**how many**, quot  
**huge**, magnus, -a, -um; ingēns, ingentis  
**hurry**, properō, 1  
**hut**, casa, -ae, *f.*

**I**, ego  
**if**, sī  
**in**, in, *with abl.*  
**in defense of**, prō, *with abl.*  
**in front of**, prō, *with abl.*; ante, *with acc.*  
**in return for**, prō, *with abl.*  
**in vain**, frūstrā  
**increase**, augeō, 2  
**influence**, indūcō, 3; addūcō, 3  
**inhabit**, habitō, 1  
**inhabitant**, incola, -ae, *m.*  
**injury**, injūria, -ae, *f.*  
**instruct**, doceō, 2  
**into**, in, *with acc.*  
**island**, insula, -ae, *f.*  
**it**, id  
**Italy**, Italia, -ae, *f.*  
  
**javelin**, pīlum, -ī, *n.*  
**journey**, iter, itineris, *n.*

joy, gaudium, gaudī, *n.*

Julia, Jūlia, -ae, *f.*

Julius, Jūlius, Jūli, *m.*

keen, ācer, ācris, ācre

keep, retineō, 2

kill, necō, 1; interficiō, 3

kind, bonus, -a, -um

kindness, beneficium, -ī, *n.*

king, rēx, rēgis, *m.*

kingdom, rēgnum, -ī, *n.*

know, sciō, 4

lack, inopia, -ae, *f.*

lady, mātrōna, -ae, *f.*

lamp, lucerna, -ae, *f.*

land, terra, -ae, *f.*

language, lingua, -ae, *f.*

large, magnus, -a, -um

last, proximus, -a, -um

late, tardus, -a, -um

Latin, Latinus, -a, -um

Latin, a Latin, Latinus, -ī, *m.*

laugh, rideō, 2

lay siege, obsideō, 2

lay waste, vāstō, 1

lead, dūcō, 3

lead away, ēdūcō, 3

lead out, ēdūcō, 3

leader, dux, ducis, *m.*

learn, cognōscō, 3

leave, *intr.*, discēdō, 3; *trans.*, re-

linquō, 3

legion, legiō, legiōnis, *f.*

letter, epistula, -ae, *f.*

liberate, liberō, 1

lictor, lictor, -ōris, *m.*

lieutenant, lēgātus, -ī, *m.*

like, amō, 1

little, parvus, -a, -um

live, habitō, 1

long, longus, -a, -um

long, *adv.*, longē

long time, diū

look at, spectō, 1

loosen, solvō, 3

love, amō, 1

Lucius, Lūcius, Lūci, *m.*

make, faciō, 3

make peace, pācem cōfirmō, 1

man, vir, virī, *m.*; homō, hominis, *m.*

manager, vilicus, -ī, *m.*

many, multī, -ae, -a

Marcus, Mārcus, -ī, *m.*

master, dominus, -ī, *m.*

meanwhile, interim

messenger, nūntius, nūntī, *m.*

middle of, medius, -a, -um

mile, mille passuum

mine, meus, -a, -um

money, pecūnia, -ae, *f.*

monster, mōnstrum, -trī, *n.*

moon, lūna, -ae, *f.*

more, magis

mother, māter, mātris, *f.*

mountain, mōns, montis, *m.*

move, moveō, 2; commoveō, 2

move out, dēmigrō, 1

much, multus, -a, -um

my, meus, -a, -um

myself, *reflex.*, mē; *intens.*, ipse

name, nōmen, nōminis, *n.*

nation, gēns, gentis, *f.*

native land, patria, -ae, *f.*

near, proximus, -a, -um; propin-

quus, -a, -um

near, *prep.*, prope, *with acc.*

necessary, necesse

neighboring, finitimus, -a, -um

neither . . . nor, neque . . . neque

never, numquam  
 new, novus, -a, -um  
 next, proximus, -a, -um  
 nine, novem  
 nineteen, ūndēviginti  
 no, nūllus, -a, -um  
 no longer, nōn diūtius  
 nor (and not), neque, nec  
 not, nōn  
 not even, nē . . . quidem  
 not only . . . but also, nōn solum  
 . . . sed etiam  
 nothing, nihil  
 now, nunc  
 number, numerus, -ī, *m.*

obtain, obtineō, 2  
 ocean, ōceanus, -ī, *m.*  
 offer, dō, 1  
 often, saepe  
 old man, senex, senis, *m.*  
 on, in, *with abl.*  
 on account of, ob or propter, *with acc.*  
 one, ūnus, -a, -um  
 opinion, sententia, -ae, *f.*  
 Orbilius, Orbilius, Orbilī, *m.*  
 order, jubeō, 2  
 ought, dēbeō, 2  
 our, noster, -tra, -trum  
 ourselves, *reflex.*, nōs; *intens.*, ipsi  
 out of, ē or ex, *with abl.*  
 overcome, superō, 1

part, pars, partis, *f.*  
 peace, pāx, pācis, *f.*  
 people, populus, -ī, *m.*  
 picture, pictūra, -ae, *f.*  
 place, locus, -ī, *m.*  
 please, dēlectō, 1  
 pleasing, grātus, -a, -um

pleasure, gaudium, gaudi, *n.*  
 plow, arō, 1  
 poet, poēta, -ae, *m.*  
 point out, dēmōnstrō, 1  
 poor, miser, -era, -erum  
 possess, possideō, 2  
 power, potestās, potestātis, *f.*  
 praise, laudō, 1  
 prepare, parō, 1  
 proceed, prōcēdō, 3  
 procession, pompa, -ae, *f.*  
 protect, dēfendō, 3  
 protection, praesidium, praesidī, *n.*  
 province, prōvincia, -ae, *f.*  
 punishment, poena, -ae, *f.*  
 pupil, discipulus, -ī, *m.*  
 put to flight, fugō, 1

quickly, celeriter

race, lūdus, -ī, *m.*  
 rank, ōrdō, ōrdinis, *m.*  
 ready, parātus, -a, -um  
 recall, revocō, 1  
 receive, recipiō, 3  
 recite, recitō, 1  
 relative, propinquus, -ī, *m.*  
 remain, maneō, 2  
 remember, memoriā teneō, 2  
 remove, removeō, 2  
 repel, repellō, 3  
 reply, respondeō, 2  
 rest of, reliquus, -a, -um  
 reward, praemium, praemī, *n.*  
 river, fluvius, fluvī, *m.*; flūmen, flūminis, *n.*  
 Roman, Rōmānus, -a, -um  
 Roman, a Roman, Rōmānus, -ī, *m.*  
 Rome, Rōma, -ae, *f.*  
 rose, rosa, -ae, *f.*  
 run, currō, 3

**safety**, salūs, salūtis, *f.*  
**sail**, nāvigō, 1  
**sailor**, nauta, -ae, *m.*  
**salute**, salūtō, 1  
**same**, idem, eadem, idem  
**save**, servō, 1  
**say**, dicō, 3  
**school**, lūdus, -ī, *m.*  
**scout**, explōrātor, explōrātōris, *m.*  
**sea**, mare, maris, *n.*  
**second**, secundus, -a, -um  
**Secunda**, Secunda, -ae, *f.*  
**secure**, obtineō, 2  
**see**, videō, 2  
**seek**, petō, 3  
**seize**, occupō, 1; capiō, 3  
**senator**, senātor, senātōris, *m.*  
**send**, mittō, 3  
**servant**, servus, -ī, *m.*; serva, -ae, *f.*  
**set free**, liberō, 1  
**seven**, septem  
**she**, ea  
**shield**, scūtum, -ī, *n.*  
**ship**, nāvis, nāvis, *f.*  
**shop**, taberna, -ae, *f.*  
**short**, brevis, -e  
**shout**, clāmō, 1  
**Sicily**, Sicilia, -ae, *f.*  
**side**, latus, lateris, *n.*  
**signal**, signum, -ī, *n.*  
**sister**, soror, sorōris, *f.*  
**sit**, sedeō, 2  
**six**, sex  
**sixteen**, sēdecim  
**skilled**, perītus, -a, -um  
**sky**, caelum, -ī, *n.*  
**slave**, servus, -ī, *m.*; serva, -ae, *f.*  
**slay**, interficiō, 3  
**sleep**, dormiō, 4  
**small**, parvus, -a, -um  
**so**, ita

**soldier**, miles, militis, *m.*  
**son**, filius, fili, *m.*  
**soon**, mox  
**sort**, modus, -ī, *m.*  
**speak**, dicō, 3  
**speech**, ōrātiō, ōrātiōnis, *f.*  
**stand**, stō, 1  
**state**, cīvītās, cīvītātis, *f.*  
**statue**, statua, -ae, *f.*  
**stay**, maneō, 2  
**stone**, lapis, lapidis, *m.*  
**story**, fābula, -ae, *f.*  
**stratagem**, insidiae, -ārum, *f. plur.*  
**street**, via, -ae, *f.*  
**strong**, validus, -a, -um  
**study**, studeō, 2  
**sturdy**, validus, -a, -um  
**suddenly**, subitō  
**suitable**, idōneus, -a, -um  
**sun**, sōl, sōlis, *m.*  
**supply**, cōpia, -ae, *f.*  
**surpass**, superō, 1  
**sword**, gladius, gladi, *m.*  
  
**table**, mēnsa, -ae, *f.*  
**take**, capiō, 3  
**talk**, dicō, 3  
**tardy**, tardus, -a, -um  
**teach**, doceō, 2  
**teacher**, magister, -trī, *m.*  
**tear**, lacrima, -ae, *f.*  
**tell**, nūntiō, 1; nārrō, 1  
**temple**, templum, -ī, *n.*  
**tempt**, temptō, 1  
**ten**, decem  
**tenth**, decimus, -a, -um  
**Terentia**, Terentia, -ae, *f.*  
**terms**, condiciō, condiciōnis, *f.*  
**territory**, finēs, finium, *m. plur.*  
**that**, *dem.*, is, ea, id; ille, illa, illud;  
*rel.*, quī, quae, quod

the, *not translated*

their, eōrum, eārum, eōrum; their  
(own), suus, -a, -um

themselves, *reflex.*, sui; *intens.*,  
ipsi, -ae, -a

then, tum

thence, inde

there, ibi

they, ei, eae, ea; hi, hae, haec;  
illi, illae, illa

thing, res, rei, f.

think, putō, 1

third, tertius, -a, -um

this, is, ea, id; hic, haec, hoc

thither, eō

thoroughly terrify, perterreō, 2

thousand, mille

three, trēs, tria

through, per, *with acc.*

throw, jactō, 1; jaciō, 3

time, tempus, temporis, *n.*

timid, timidus, -a, -um

to, *sign of dative; sign of infinitive;*  
*ad, with acc.*

today, hodiē

touch, tangō, 3

toward, ad, *with acc.*

tower, turris, turris, f.

town, oppidum, -ī, *n.*

treaty, foedus, foederis, *n.*

tribe, gens, gentis, f.; civitas, civi-  
tatis, f.

tribune, tribūnus, -ī, *m.*

triclinium, triclinium, triclini, *n.*

Trojan, Trōjānus, -a, -um

Trojan, a Trojan, Trōjānus, -ī, *m.*

Troy, Trōja, -ae, f.

try, temptō, 1

turn, vertō, 3

twenty, viginti

two, duo, duae, duo

under, sub, *with abl.*

unfair, iniquus, -a, -um

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